



Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2019-2020

Address: 285 Dorset Street, Springfield, MA 01108

Tel.: (413) 214-7806

Fax: (413) 214-7838

School Website: www.mlkcs.org

School Contact: Kendra Salvador, Executive Director

Email: ksalvador@mlkcs.org

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Introduction to the School

Martin Luther King, Jr. Charter School of Excellence (MLKCSE)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2006	Year(s) the Charter was Renewed (if applicable)	2011, 2016
Maximum Enrollment	360	Enrollment as of (6/1/20)	361
Chartered Grade Span	K-5	Current Grade Span	K-5
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist as of (6/1/20)	105
Final Number of Instructional Days during 2019-2020 School Year ¹ Report the number of “in person” days <u>separately from</u> the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)	119 in person days; 65 remote learning days		
School Hours	Mon/Weds/Thurs/Fri: 8:30-3:45 Tues: 8:30-2:00	Age of School as of 2019-2020 School Year	14 years
Mission Statement			
<p>“Intelligence plus character – that is the goal of true education.” Dr. Martin Luther King, Jr.</p> <p>Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.</p>			

July 23, 2020

Commissioner Jeffrey C. Riley
Massachusetts Department of Elementary and Secondary Education

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75 Pleasant Street
Malden, MA 02148-5023

Dear Commissioner Riley:

The Martin Luther King, Jr. Charter School of Excellence (“MLK Charter School”) experienced significant changes in the 2019-2020 school year. Our Executive Director, Dr. Calvin MacFadden, resigned after just twenty-two months in the position. The board of trustees appointed the principal of the school, Ms. Kendra Salvador, as the interim executive director and began a search for a new executive director. After interviewing multiple candidates, it became clear that Ms. Salvador was the best choice to lead the school through the next year and in May, the Board voted unanimously to appoint Ms. Salvador as the next Executive Director of MLK Charter School of Excellence.

As with all schools in the Commonwealth, the MLK Charter School wrestled with remote learning. Ms. Salvador worked tirelessly to provide our scholars with the absolute best remote education possible. All were provided with Chrome Books and hotspot internet connections if necessary. When needed, school staff went to students’ homes to assist with internet connections. The results were that 98% of our students were engaged and active throughout the remaining school year. This great accomplishment affirms the commitment that the entire MLK Charter School community has made to ensure our scholars receive the best education under any circumstances. We are very proud of the school’s staff and scholars.

2019-2020 was the fourth school year of our third charter. MLK Charter School continues to aspire to Dr. King’s ideal of beloved community. The Board of Trustees is committed to building a strong foundation for the future success of MLK Charter School. The scholars at MLK Charter School thrive in our culture of high character expectations. Families of current students are highly satisfied with our school as evidenced by this spring’s family survey and many other Springfield parents want their children to attend MLK Charter School. As we enter the 2020-2021 school year, MLK Charter School has waiting lists for all grades including the incoming kindergarten.

Other accomplishments this past year include having a new roof installed on the school building and, for the third straight year, realizing a financial surplus.

We are proud of what we have accomplished, focused on the work that remains in order to achieve our mission including academic excellence, and privileged to have the opportunity to continue to prepare Springfield children for academic success and engaged citizenship.

Sincerely,
Beth deSousa
Chair Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

A. Mission and Key Design Elements

In our fourteenth year of operation, Martin Luther King, Jr. Charter School of Excellence (MLKCSE) continued to implement our school model as outlined in our charter application. Our

school's key design elements reflect our mission which is rooted in academic excellence, character development, and aspiring to Dr. King's ideal of beloved community.

A Culture of Academic Excellence

We continue to strive for academic excellence. We provide a highly structured, engaging and nurturing learning environment. We believe that all children can achieve at high levels when they have access to excellent instruction, opportunities to grow, and responsive tiered support. We have focused on aligning time on learning with our annual academic priorities and continuing to strengthen the quality of our Tier I instruction. Additionally, we have implemented consistent rhythms for collecting, analyzing, and taking action based on student performance data. We have strengthened our Tier II and Tier III academic interventions in order to ensure that we are equipped to be responsive to the needs of our students.

To support our instructional program, we work hard to create a school environment where all students feel safe – physically, emotionally, and intellectually. We believe that learning time is sacred, and we are committed to providing all of our students with a school environment that is conducive to learning.

We remain committed to our insistence on rigorous, challenging work. We use a variety of instructional strategies to ensure that teaching and learning meets the demands of the Massachusetts Frameworks and Common Core State Standards. In each lesson, teachers communicate a clear purpose and present the key vocabulary with a visual and the 5-Step Vocabulary Protocol. Throughout the lesson, teachers keep students engaged by providing opportunities for students to do, think, speak, read, and write in an effort to build literacy. We have begun to focus more deeply on the quality of student discourse and collaboration.

We use a combination of formative and summative assessments to evaluate and monitor student progress as well as to adapt instruction as needed. We use exit tickets, interim assessments, ANet, the WIDA assessment, F&P testing, and unit assessments to assess student performance. Assessment data is used to help teachers target individualized instruction and create small strategy groups. Teachers use the results of these assessments to adapt their instruction of those standards that students struggled with and then re-assess those standards to ensure all students achieve academic growth.

Positive Character Development

We remain fully committed to Dr. Martin Luther King, Jr.'s idea that "Intelligence plus character – that is the goal of true education." Our students rise to the level of high expectations that we hold for them because we foster an enthusiastic, creative community of learners by promoting social justice, purposeful academics, and character development. We instill a love of learning and a growth mindset which will enable them to expand their potential and prepare them to thrive as productive, responsible, ethical, creative and compassionate members of society. Given this, we are focusing on the teaching of self-awareness, social skills, and character development. MLKCSE did not expel or impose any long-term suspensions on students. The number of suspensions this academic year continued to decrease.

Aspiring to the Ideal of Beloved Community

It is our goal to ensure that all academic and social learning exemplify Dr. King’s ideal of Beloved Community in that students are asked to see the best in others and to become civically-minded, engaged citizens. Especially to today’s society, we believe it is critical that not only are our students being equipped and empowered to be academically successful, but that they are also developing their abilities and skills to be curious, critical thinkers, clear communicators, and compassionate, informed, and active citizens of their communities and the world.

We also work to embed our core values and the ideal of Dr. King’s beloved community in our academic programming choices. We provide opportunities for our students to practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaborating respectfully with diverse peers (relationship skills).”

B. There were no amendments to our Charter this year.

Access and Equity

A. 2018-2019 Student Discipline Data Report is linked [here](#).

B. 2018-19 Student Discipline Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	381	21	2.4	4.5	0
English Learner	101	7	3.0	5.9	0
Economically Disadvantaged	302	20	2.6	5.6	0.0
Students with Disabilities	84	9	3.6	9.5	0.0
High Needs	327	21	2.8	5.2	0.0
Female	197	8	1.5	3.0	0.0
Male	184	13	3.3	6.0	0.0
American Indian or Alaska Native	0	-	-	-	-
Asian	4	-	-	-	-
African American/Black	134	5	-	-	-
Hispanic/Latino	221	12	2.3	4.5	0.0

Multi-race, Non-Hispanic/Latino	15	4	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	7	0	-	-	-

C. Data Monitoring of Student Discipline and Processes

At MLKCSE, we believe that suspension should only be used as a last resort and that it often does not actually modify an unwanted behavior. We work to keep our students in school and available for learning to the maximum extent safely possible. We work to process, teach replacement behaviors, and utilize restorative practices whenever possible. That being said, MLKCSE still did have some disciplinary incidents in 2018-2019, although they continued to decline.

As we move forward, MLKCSE is committed to developing more creative alternatives to suspensions that will lead to less disciplinary incidents overall. We reflect annually on the data in order to identify strengths, trends, and opportunities for improvement. Some of the preventative options and creative solutions we've develop to help students be more academically successful are: parent/family meetings and co-observations, frequent check-ins with our Student Support Team members, Student intervention Committee meetings, informal and formal behavior plans, and social skills work with our school counselors, etc.

Dissemination Efforts

Below are our efforts during the 2019-2020 school year to disseminate best practices:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Engaging Challenging Students using a Strengths-based Approach	Live Webinar	Diana Yousfi	MATSOL	Teachers were provided with a Google Drive of resources and materials to aid in implementation of best practices. Session earned a 4.8/5 rating based on participant feedback. Feedback Participant Takeaways/Chat Box
Remote Service Delivery Trackers	Resource Share	Abigail Hertz	MPCSA	Shared sample remote service tracker with Massachusetts Charter School Association to be disseminated as a result of Special Education Community of Practice Meeting.
ESL New Teacher Training	In Person PD	Diana Yousfi	Holyoke Public School	New HPS Teachers were introduced to the WIDA Standards and Next Generation ESL Curriculum Units. Teachers practiced using the components they would be using to plan throughout the year including using the collaboration tool and creating

				<p>focus language goals. Teachers identified and dissected the first unit they would be teaching.</p> <p>Feedback Survey</p> <p>Session earned a 5/5 rating based on participant feedback.</p>
Early Literacy Best Practices	Virtual PD via Zoom	Gabrielle Agron	Martin Luther King, Jr. Family Services - After-school program	<p>Facilitated a virtual professional development session for the after-school program staff focused on reading strategies for early readers. Participants learned how to support early readers while they do their homework and ready logs. During the session they learned 3 specific strategies, watched model video examples, and engaged in guided practice. They received a strategy bookmark to use as a tool when teaching and supporting students.</p>
Leadership Best Practices exchange	Resource share and in-person monthly meetings	Kendra Salvador	TFA Leadership Cohort	<p>School leaders that are TFA Alumni shared best practices and resources related to coaching check-ins, management, recruitment, hiring, and delegation through both in-person sessions and a google drive shared folder</p>

Academic Program Success

Student Performance

A. 2019 School Report Card:

<http://reportcards.doe.mass.edu/2019/DistrictReportcard/04920000>

B. 2019 Official Accountability Report

2019 Official Accountability Report – Martin Luther King, Jr. Charter School of Excellence	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	62% - Substantial progress toward targets
Accountability percentile	-----

C. Additional Evidence of Academic Progress:

MLK ANet Performance (based on 3 administrations: October, December, March)

ELA						
Grade	MLKCSE 19-20	Difference to Network	Network 19-20	MLKCSE 18-19	Difference to Network	Network 18-19
2	57	+8	49	61	+13	48
3	40	+2	38	44	+10	34
4	52	+6	46	48	+6	42
5	42	+4	38	42	+5	37
309 Schools			267 Schools			
Math						
Grade	MLKCSE 19-20	Difference to Network	Network 19-20	MLKCSE 18-19	Difference to Network	Network 18-19
2	56	+2	54	66	+8	58
3	55	+3	52	53	+5	48
4	47	+6	41	51	+11	40
5	60	+15	45	61	+19	42
219 Schools			311 Schools			

Below shows the number of Kindergarten through Grade 2 students that met their growth reading goals. These growth targets were set on an individual basis based on each student's baseline

performance using the Fountas & Pinnell Benchmark Assessment System. This is beginning to middle of year growth (September 2019 - January 2020). End of year data was not available due to COVID-19 school closure.

	Kindergarten	Grade 1	Grade 2
Exceeded	51	17	43
Met	9	21	7
Partially Met	4	2	5
Not Met	1	17	6

Academic Program

MLKCSE had been using National Geographic’s Reach Curriculum along with [Reach Unit Maps](#) for ESL instruction supplemented with DESE’s ESL Model curriculum units. However, after analysis of a wide variety of performance data including ACCESS, ANET, TELL, BAS, and overall performance in the classroom, we realized that the implementation of ESL instruction using Reach is limited and does not have the ability to target all of the WIDA Standards and address all the areas of language acquisition within which our students need to grow in order to achieve English proficiency nor does it foster the same demand of cognitive complexity that the MA Curriculum Frameworks require and that our students in general education are experiencing. As a result, we have shifted away from Reach. All ESL curriculum is now aligned to the Massachusetts Curriculum Frameworks and the WIDA English Language Development Standards (ELD), which represent the social, instructional, and academic language that students need to acquire in order to be college and career ready as well as engage successfully with their peers, educators, and curriculum in the school environment. MLKCSE uses the Next Generation ESL Framework along with DESE’s existing ESL Model Curriculum Units, to develop K-5 curriculum units that are backwards planned, rigorous, and explicit in their focus on language acquisition and academic habits of thinking.

K-2 piloted Making Meaning during their Reader’s Workshop time to address the Reading Literature and Reading Information Standards. The program components included a workshop model where students accessed grade level texts and engaged in text based writing. It included an interactive vocabulary component as well as speaking and listening tasks daily. It included daily independent reading time along with 1:1 teacher conferences.

A curriculum research team conducted research and analysis to determine whether we should implement Making Meaning or Wit & Wisdom for SY 20-21. Below are the rubrics used to inform our decision to implement Wit & Wisdom for the Reader’s & Writer’s Workshop for SY 20-21.

[Making Meaning Curriculum Alignment Rubric](#)
[Being a Writer Curriculum Alignment Rubric](#)
[Wit and Wisdom Curriculum Alignment Rubric](#)

Shared Reading is an interactive approach to the teaching of reading that promotes the development of new skills and consolidates those previously taught in a very safe and encouraging environment. During shared reading, kindergarten teachers provided instruction to the whole class or a small group by reading a text that all students could see, using an overhead, a big book, a chart, or a poster. The teacher read the text with the students and shared the responsibility for reading at key instructional moments. The same text was revisited several times for a variety of instructional purposes.

Specific strategies were used to improve students' comprehension and help them with word solving. Through shared reading sessions, emergent, early, and fluent readers acquired a wide range of skills and knowledge.

Students learned how to:

- use cueing systems and other strategies
- improve their reading fluency
- use print by learning about print concepts
- use various elements of print

In Science instruction at MLKCSE, we continued to build out our curriculum to align with the Next Generation Science Standards and the Massachusetts Science Frameworks. This development work included developing or revised year-long plans, scope and sequences, and pacing guides for all grades. We will continue to strengthen our Science programming in the K-2 grade span in the upcoming year.

In social studies, new units of study that reflect the new Massachusetts History and Social Studies Framework were developed and implemented in Grades 1-2. They featured the use of primary and secondary sources and authentic tasks and assessments. The unit in grade one was about communities and leadership, highlighting diverse leaders both in the community and around the world. The end-of-unit task was to hold an election in the first grade. The topic in grade 2 was reading and making maps. Most of the learning revolved around the use of different maps of their community and Massachusetts, and the culminating task was to interpret a map of their school to advise the principal about the best location for a new piece of equipment for the school.

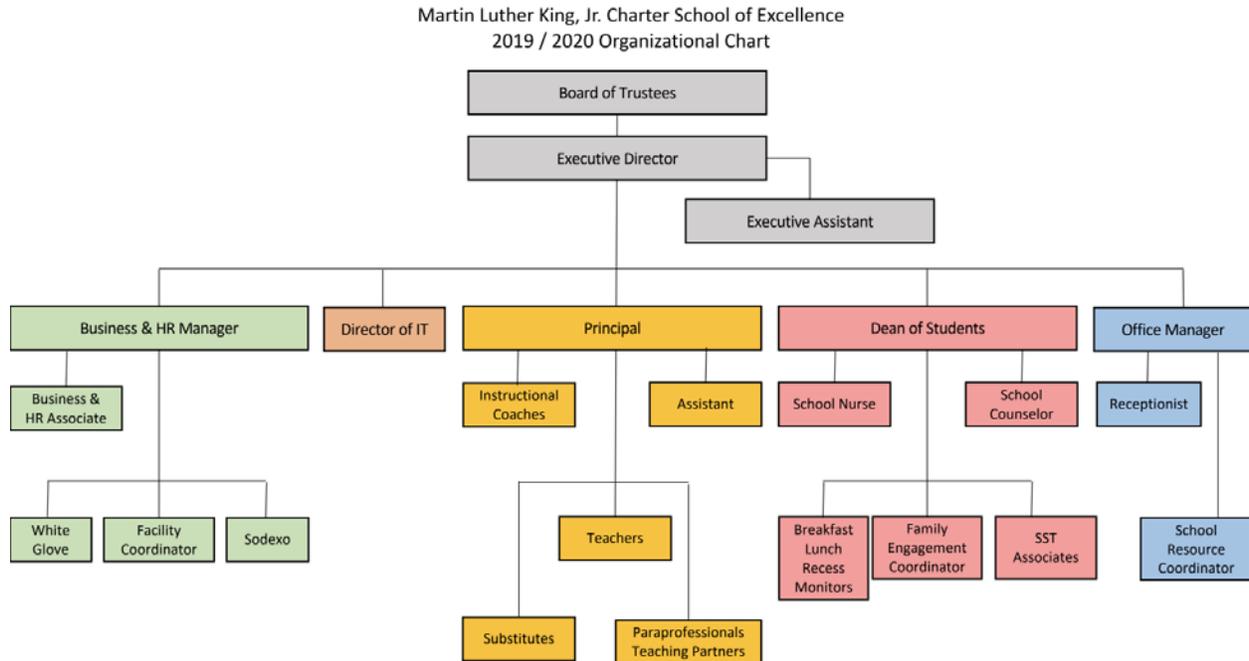
In grades 3-5, two units of study were developed and implemented. Unit 1 in grade 3 used map skills to help students explore cities, towns, and government in the Commonwealth. The unit culminated in a study of Springfield and its government structure. The second unit covered the culture and history of native peoples in Massachusetts before the arrival of the first Europeans. A point of emphasis was on exploring human environmental interactions of the tribes of Massachusetts and the ingenuity of native peoples.

Grade 4 expanded the exploration of native peoples before European arrival across North America, followed by the arrival of Europeans and the subsequent effects of colonization and westward expansion.

Grade 5 then continued with a deep dive into colonization and the circumstances surrounding the beginning of the American Revolution.

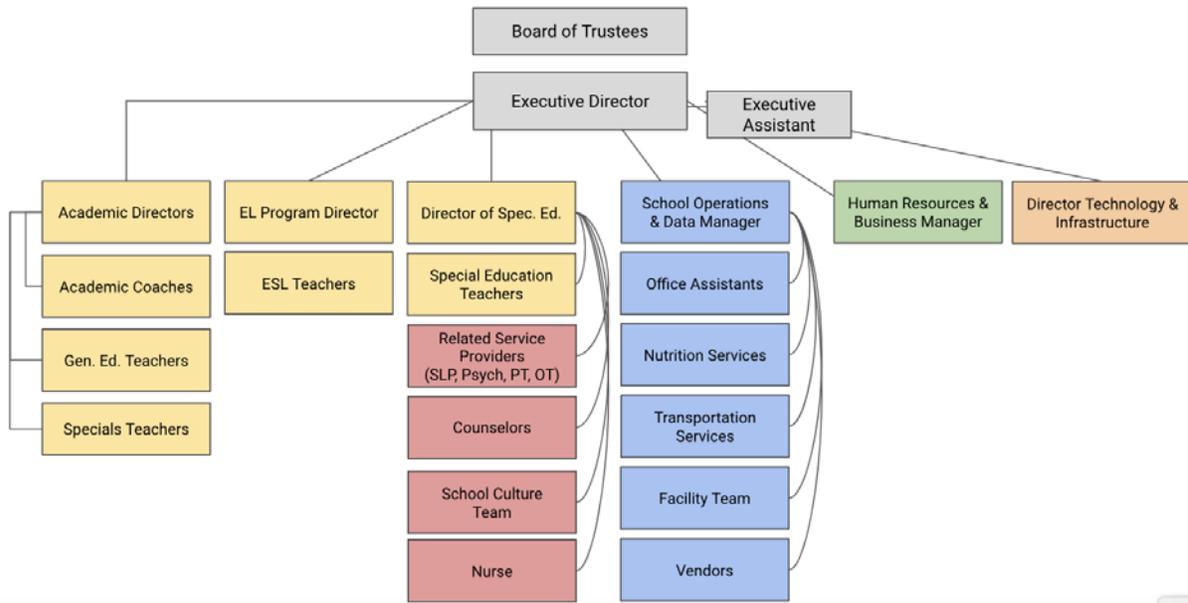
Organizational Viability

Organizational Structure of the School



The 2019-2020 school year brought several changes to our school’s organizational structure. In December 2019, the Dean of Students was demoted to a Student Support Team Associate and the responsibilities transitioned to the Executive Director, Principal, and Academic Director. In November, Executive Director, Dr. Calvin McFadden, resigned effective February 2020. The principal, Kendra Salvador, was appointed the Interim Executive Director by the Board of Trustees for the remainder of the 2019-2020 academic year. The Board of Trustees launched an Executive Director search committee at that time. Kendra Salvador was appointed the Executive Director by the Board of Trustees in May 2020. Below is the Organizational Chart for the 2020-2021 school year.

Martin Luther King, Jr. Charter School of Excellence - Organizational Chart 2020-2021



Budget and Finance

A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

MARTIN LUTHER KING JR. CHARTER SCHOOL OF EXCELLENCE
 Unaudited June 30, 2020 Statement of Revenues Expenses and Changes in Net position

Operating Revenue:	
Tuition	\$ 5,142,374
Federal grants	316,001
Program fees	45,177
In-kind meals	225,401
In-kind transportation	<u>297,550</u>
Total operating revenues	\$ 6,026,503
Operating expenses:	
Salaries	\$ 3,553,305
Payroll taxes	107,634
Workers compensation	20,533
Employee benefits	420,079
Rent -related party	304,979
Telephone and utilities	95,644
Dues and subscriptions	23,742
Instructional supplies and materials	67,381
Student related activities	3,773
Professional development	23,554
Professional services	36,636
Consultants	152,372
Insurance	23,003
Office expense	33,098
Repairs and maintenance	295,830
In-kind expense	522,952
Depreciation	70,787
Miscellaneous	18,593
Total operating expenses	5,773,894
Net operating (loss)/income	<u>\$ 252,609</u>
Non-operating revenues/(expenses)	
Contributions	1,325
Contributions from Friends/(to School)	
Interest income	762
Other revenue	
Interest expense	<u></u>
Net nonoperating revenues/(expenses)	\$ 2,087
Change in net position	<u>\$ 254,696</u>
Net position, beginning of the year	\$ 1,739,585
Net position, the year end of	<u>\$ 1,994,281</u>

B. Statement of net assets for FY20 (balance sheet)

MARTIN LUTHER KING JR. CHARTER SCHOOL OF EXCELLENCE
Statement of Net Position
Unaudited June 30, 2020

Current Assets:	
Cash	\$682,037
Accounts receivable	77,791
Contribution receivable	
Prepaid expenses	541,934
Related party (payables)/receivables	<u>6,059</u>
Total current assets	<u>1,307,820</u>
Noncurrent Assets:	
Restricted cash	576,330
Capital assets, net	<u>622,117</u>
Total non-current assets	<u>1,198,447</u>
Total assets	<u>\$ 2,506,267</u>
Current Liabilities:	
Accrued expenses	\$475,040
Accounts payable	70,975
Related party (payables)/receivables	<u>113,552</u>
Total liabilities	<u>\$659,568</u>
Net Position:	
Net investment in capital assets	622,117
Unrestricted	<u>1,224,582</u>
Total net position	1,846,699
Total liabilities and net position	<u>\$ 2,506,267</u>

C. Provide an approved school budget for FY21

a. Detailed copy of the school's budget for FY21

MLK Draft Budget 2020-2021

Line Item	Line Item Description	Revenue	FLAT SY21
N/A	N/A	Per Pupil Tuition	\$5,496,042
N/A	N/A	Grant 309 - Federal - Title IV, Part A: Student Support and Academic Enrichment	\$19,783
N/A	N/A	Grant 305 - Federal - Title I, Part A: Improving Basic Programs	\$326,474
N/A	N/A	Grant 140 - Federal - Title IIA	\$18,826
N/A	N/A	Grant 240 - Special Education - Individuals with Disabilities Education Act (IDEA)	\$93,237
N/A	N/A	Grant 262 - Federal - Early Childhood Special Education	\$1,953
N/A	N/A	Contributions – In-Kind Transportation	\$396,734
N/A	N/A	Contributions – In-Kind Other/Meals	\$300,535
N/A	N/A	Contributions – Other	\$0
N/A	N/A	Medicaid Reimbursement	\$65,000
N/A	N/A	Investment Income	\$3,316
N/A	N/A	Other Income/Fundraising/Interest	\$20,000
Total Revenue			\$6,741,900
Projected Amount Spent			\$6,700,317
Projected Budget Balance			\$41,583
110	Subtotal - Board of Trustees	Description	
111	Contracted Services	Contracted professional services, including all related expenses covered by the contract. (Ex: board training consultant, facilitator for board retreat, board attorney) Do not include auditor see Non-Instructional Administration-Contracted Services.	300
112	Travel and other expenses	Travel and other expenses for board members such as dues, subscriptions and memberships. (Ex: board member travels to charter school conference, dues for board-specific professional association).	0
			300
120a	Subtotal - Non-Instructional Administration and Support Staff		
121a	Salaries - Professional and Support Staff	Salaries for non-instructional school-wide administrative personnel, excluding development staff. (Ex: executive director, Business and Finance, Human Resources, Legal Services, Information Technology, Student Recruitment and Enrollment/Registrar, Enrollment Director, SIMS administrator, and respective Support Staff). Principals and Instructional Leaders should be noted in Instructional Services. If role is instructional and administrative, split accordingly.	426,000
122a	Contracted Services - Professional and Support Staff	Contracted professional services, including all related expenses covered by the contract, excluding development contracts. (Ex: interim school leader, auditor, attorney, licensing for district wide software - Microsoft, Anti virus).	85,625
123	Recruitment/Advertising	Recruiting/advertising for students, staff, and board members. (Ex: brochures, newspaper advertising, web based staff recruitment such as School Spring, radio, advertising for bids).	11,500
124	Travel, Dues, and other expenses	Travel and other expenses for all non-instructional administrative and support staff, dues such as charter school association dues, professional dues, subscriptions, memberships, professional development and conferences.	12,800
125	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: office furniture, office supplies, non-instructional computers and software).	21,000
126	Depreciation - non instructional	Annual depreciation expense for capitalized costs (ex: district wide information management, computers, furniture).	0
			556,925
170	Subtotal - Development (Private)		
170a	Salaries - Professional - Private	Salaries apportioned to private development personnel (this could be % of a salary). (Ex: grant writer and fundraiser).	0
170b	Contracted Services - Private	Contracts apportioned to professional services for private development (including all related expenses covered by the contract). (Ex: contracted fundraiser, contracted grant writer).	0
170c	Fundraising - Private	Expenses related to private fundraising. (Ex: invitations to fundraiser, fundraising software, space rental for fundraising event).	4,400.00
			4400
171	Subtotal - Development (Public)		
171a	Salaries - Professional - Public	Salaries apportioned to public development personnel (this could be a % of a salary). (Ex: grant writer and fundraiser).	0
171b	Contracted Services - Public	Contracts apportioned to professional services for public development (including all related expenses covered by the contract). (Ex: contracted grant writer).	0
			0

200	Instructional Service		
210	Instructional Subtotal - Instructional Leadership		
211	Salaries - Professional	Salaries for instructional personnel in leadership roles. (Ex: principal/asst. principals (undistributed), curriculum directors (including SPED), department heads, technology/instructional coordinators, team leaders, network school administrators).	314,000
212	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: instructional school secretary and respective clerical support staff to the various instructional personnel in leadership roles).	31,500
213	Contracted Services	Contracted professional services, including all related expenses covered by the contract. (Ex: contracted instructional consultant such as a reading specialist).	0
214	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: white boards and computers for instructional leaders).	3,900
215	Travel and other expenses	Travel and other expenses for all instructional leadership and their support staff, professional dues, subscriptions, memberships, teaching seminars and conferences .	200
			349,600
220	Instructional Subtotal - Classroom and Specialist Teachers		
221	Salaries - Teachers, Classroom	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-classroom. Teacher EPIMS codes: 2305 - Teacher, 2306 - Co Teacher, 2307 - Virtual Teacher, 2308 - Virtual Teacher - Co Teacher	\$2,265,900
222	Salaries - Teachers, Specialists	Salaries for teachers/specialists who provide individualized instruction to students (1-on-1 or small groups) to supplement the services delivered by the students' classroom teachers, e.g. reading recovery, Title I reading specialists, special education, academic support, and language acquisitions services. NOT paraprofessionals. Teacher EPIMS codes: 2310 - Teacher - specialized content instruction	142,000
		Holiday Bonus	35,000
			\$2,442,900
230	Instructional Subtotal - Other Teaching Services		
231	Salaries - Professional	Salaries for Medical/Therapeutic service and other professionals. (Ex: OT, PT, Speech, Vision and other therapeutic services that are provided by licensed practitioners, librarians, media center directors , substitute teachers on payroll, extended-day teachers, MCAS administrator).	230,850
232	Salaries - Non-clerical Paraprofessionals	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction in the preparation or reproduction of instructional materials or classroom instruction. (Ex: American Sign Language Specialists, general teacher's assistant, after-school employees).	0
233	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary, after-school employees).	184,000
234	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for other teaching services (Ex: non-payroll substitute teachers should be included here, contracted OT, PT , after-school contracted workers).	50,000
			464,850
240	Instructional Subtotal - Professional Development		
241	Salaries - Professional	Salaries for full-time or prorated salary of director/staff for professional development, including training for new teachers, new curriculum or instructional practices, master and mentor teachers, and coaches.	0
242	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for professional development (Ex: non-payroll substitute teachers, speakers and trainers).	78,750
243	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: professional development handouts).	8,000
244	Travel and other expenses	Travel and other expenses for staff such as dues, subscriptions and memberships. (Ex: professional development seminar, tuition reimbursements for teacher higher education coursework).	\$2,000.00
			88750
250	Instructional Subtotal - Guidance, Psychological & Testing		
251	Salaries - Professional	Salaries for Guidance, Psychological & Testing Professionals (Ex: director of guidance, school social workers , and counselors for guidance, school adjustment, higher education, career planning, and workplace learning placement; psychological evaluators and other licensed mental health professionals).	111,000
252	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary).	0
253	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, and testing. (Ex: contracted guidance counselor).	75,000
254	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: psychological (not academic related) testing materials).	960
			186,960

260	Instructional Subtotal - Materials, Equipment & Technology		
261	Textbooks & Related Media/Materials	Expenditures for all textbooks and related media/materials (Ex: hard copy and online text books).	70,268
262	Other Instructional Materials	Books, furniture and other materials, excluding textbooks but including online materials, for use in school libraries or classroom libraries (Ex: trade books, subscription to online magazine, periodicals, reference materials, student desks etc.).	46,054
263	Instructional Equipment	Non-capitalized expenditures for purchase of science laboratory, physical education, equipment, irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional materials. Does not include classroom technology equipment.	5,000
264	General Supplies	Papers, pens, pencils, crayons, chalk, paint, toner printer cartridges, calculators, etc.	50,000
265	Other Instructional Services	Cost for field trips, including admissions and transportation costs. Also, distance learning services.	9,000.00
266	Classroom Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.	105,375
267	Other Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. for school libraries and media centers.	0
268a	Classroom Instructional Software	Software licenses used in the classroom or in computer laboratories. (Ex: Online textbook guide, student data communication software such as Edline, Powerschool, School Brains).	81,995.75
268b	Other Instructional Software	Software licenses used for school libraries and media centers.	1227
269	Depreciation for Furniture, Equipment & Technology	Annual depreciation expense for capitalized Instructional Materials, Equipment, & Technology.	53,400
			422,319
300	Pupil Services		
310	Health Services	Salaries for school physicians, school nurses , and clerical support staff. Expenses for school medical supplies, dues and subscriptions, and travel.	68,422
315	Health Services - Contracted	Contracted services for school physicians, school nurses, clerical support staff and associated contracted expenses.	2000
320	Athletic Services (including Transportation)	Salaries for coaches, trainers and assistants. Expenses for athletic supplies, uniforms, travel expenses and transportation to and from athletic events.	0
325	Athletic Services (including Transportation) - Contracted	Contracted services for coaches, trainers and assistants. Expenses for vendors providing athletic supplies, uniforms, and transportation to and from athletic events.	0
330	Food Services	Salaries for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	0
335	Food Services - Contracted	Contracted services for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	\$300,535
340	Student Transportation (to and from school)	Salaries and related costs incurred by the school; Or, monetary fair market value of services provided by sending district. (Please note: More detail is required in the Schedule 7C worksheet for those seeking reimbursement).	0
345	Student Transportation (to and from school) - Contracted	Contracted professional services and related costs incurred by the school; Or, monetary fair market value of services provided by sending district. (Please note: More detail is required in the Schedule 7C worksheet for those seeking reimbursement).	\$396,734
350	Depreciation of Transportation Vehicles	Annual depreciation expense for capitalized transportation vehicles. (Please note: More detail is required in the Schedule 7C worksheet for those seeking state or district reimbursement for transportation costs).	0
360	Other Student Activities	Salaries and contracted services for other student activities such as musical directors, drama coaches and other extra-curricular personnel. Expenses for supplies and materials, travel expenses and transportation to and from related events. Includes expenses related to extended-day programs.	0
			767,691
400	Operation & Maintenance of Plant		
410	Operation & Maintenance of Buildings and Grounds	Salaries and contracted services for plant managers, custodians, maintenance, etc. Expenses for supplies, travel expenses and professional development.	191,214
420	Utilities	Cost of fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.	85,000
430	Maintenance of Equipment	Equipment parts and repair, materials, and tools, contracted services, including vehicles.	24,602
440	Networking and Telecommunications	Costs for installing and maintaining school technology infrastructure, including wiring, file servers, etc.	0
			300,816
500	Fixed Charges	Calculates automatically	
510	Employee Retirement	"Payroll taxes", including contributions to Medicaid, social security, pension plans, and other employee retirement systems, school's portion, for non-MTRS employees; and Federal grant MTRS "surcharge". Include MTRS on-behalf pension recorded expense according to GASB 68.	143,875
520	Fringe Benefits	Employee unemployment, health, and life insurance premiums or payments, and worker's compensation or other benefits, paid by the school for the benefit of the employee.	558,931
530	Insurance (non-employee)	Insurance premiums for property, fire, liability, fidelity bonds; self-insurance costs.	42,000
550	Rental/Lease of Equipment	Annual operating lease/rental costs of equipment.	370,000
550	Rental/Lease of Equipment	Annual operating lease/rental costs of equipment.	370,000
560	Short-Term Interest	Interest costs for short-term (less than one year) lines of credit that are needed to sustain cash flow for ongoing operations.	0
			1,114,806

b. Information from budget submission and spring 2020 pre-enrollment process

FY21 Enrollment Table	Enter Number Below
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Number of students pre-enrolled via March 16, 2020 submission	360
Number of students upon which FY21 budget tuition line is based	360
Number of expected students for FY21 first day of school	360
Please explain any variances: <i>Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students.</i>	

D. Capital plan for FY21

D. FY 21 Capital Plan						
Capital Plan	Current Status	Estimated Completion Date	Estimated Cost	Finance Plans	Reserved Funds	Approved
Building out additional 21,000 sq. ft. of currently unused space in the school building	Not Started	Within 5 years	\$5,000,000	Bank/bond financing	None at this time	No
Total Projected Cost			\$5,000,000			

APPENDIX A: Accountability Plan Evidence 2019-2020

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Students will learn the importance of community service.		
Measure: Annually, all students will learn to recognize how they can make a positive	Met	All students participated in a school-wide community service

contribution to their community through service. At least 75% of all students will score at least a 3 (on a scale of 1 to 4) in all categories on the community service project rubric.		project of collecting pennies for the Leukemia & Lymphoma Society. 91% of all students scored at least a 3 (on a scale of 1 to 4) in all categories on the community service project rubric.
Objective: To support the character development of our scholars, the Dr. King values will be consistently present at MLKCSE.		
Measure: At least 50% of MLK parents will complete an annual parent-satisfaction survey, in which 85% of parents will answer that they are either satisfied or very satisfied with the way MLK teaches students about Dr. King values. (85% satisfaction rate)	Met	180 unique MLK families (51%) responded to our annual survey. 96% of MLK families responded that they were either satisfied or very satisfied with the way MLK teaches students about Dr. King values.
Objective: Students will have extended instructional time and will spend more time learning than allotted in a traditional elementary school day.		
Measure: All students at MLK will receive 1030 hours of structured learning time per school year, which exceeds the required amount of 900 hours, as defined in 603 CMR 27.02.	Met	MLK's school year was 184 days. During the 119 days of in-person instruction (prior to school being closed sure to COVID-19), students received an average of 6.5 hours every Monday/ Wednesday/ Thursday/ Friday & an average of 6.2 hours every Tuesday of structured learning time.
Objective: MLKCSE will maintain a class size of approximately 20 students.		
Measure: Average class size will not exceed 22 students.	Met	All classrooms at MLK had 22 or fewer students.

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: MLKCSE will disseminate a successful practice to a Springfield Public School.		
Measure: By the start of the 12th year, the school will identify best practices to disseminate. By the start of the 13th year, the school will identify partners for the dissemination and will create a plan. In the school's 13th, 14th, and 15th years, MLK will disseminate its best practices at least once each school year.	Met	ESL New Teacher PD - Provided a four hour pd for ESL teachers new to Holyoke. Teachers were introduced to the WIDA Standards and Next Generation ESL Curriculum Units. Shared a map of curriculum units created in collaboration with Holyoke ESL

		<p>teachers as well as Next Generation ESL components and resources. Participants practiced using the Collaboration Tool, creating Focus Language Goals, familiarizing themselves with the curriculum map for the year as well as analyzing one of the units they would be teaching. See examples and participant feedback and takeaways.</p> <p>Engaging Challenging Students using a Strengths-based Approach - Presented a live webinar at the MATSOL Conference on cultivating a culture of community in the classroom, specifically for students living with trauma. Provided concrete examples as well as a Google Drive folder of resources on practical ways to foster community within the classroom. See examples, participant chat box, and participant feedback.</p> <p><u>MLKFS After-School Program</u></p> <p>Facilitated a virtual professional development session for the after-school program staff focused on reading strategies for early readers. Participants learned how to support early readers while they do their homework and ready logs. During the session they learned 3 specific strategies, watched model video examples, and engaged in guided practice. They received a strategy bookmark to use as a tool when teaching and supporting students.</p>
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Reach Objectives and Measures (if applicable)

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)																																																				
Objective: External assessments will show growth in student learning.																																																						
<p>Measure: From the beginning of the year to the end of each school year, median student growth on Fountas & Pinnell Benchmark Assessment System (BAS) will exceed one grade level for the school year for each grade.</p>	<p>Met (based on MOY data, given COVID)</p>	<table border="1" data-bbox="940 562 1412 1192"> <thead> <tr> <th></th> <th>Target for June</th> <th>Jan</th> <th>June</th> </tr> <tr> <th>Grade</th> <th>Target Growth (levels)</th> <th>Actual Growth (levels)</th> <th>Not captured due to COVID 19</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>4</td> <td>2</td> <td>-</td> </tr> <tr> <td>1</td> <td>6</td> <td>3</td> <td>-</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> <td>-</td> </tr> <tr> <td>4</td> <td>2</td> <td>1</td> <td>-</td> </tr> <tr> <td>5</td> <td>2</td> <td>1</td> <td>-</td> </tr> </tbody> </table> <p>As of January, here is # of K-2 students that met their goals based on our targets:</p> <table border="1" data-bbox="898 1327 1411 1673"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>Exceeded</td> <td>51</td> <td>17</td> <td>43</td> </tr> <tr> <td>Met</td> <td>9</td> <td>21</td> <td>7</td> </tr> <tr> <td>Partially Met</td> <td>4</td> <td>2</td> <td>5</td> </tr> <tr> <td>Not Met</td> <td>1</td> <td>17</td> <td>6</td> </tr> </tbody> </table>		Target for June	Jan	June	Grade	Target Growth (levels)	Actual Growth (levels)	Not captured due to COVID 19	K	4	2	-	1	6	3	-	2	2	2	-	3	2	1	-	4	2	1	-	5	2	1	-		K	1	2	Exceeded	51	17	43	Met	9	21	7	Partially Met	4	2	5	Not Met	1	17	6
	Target for June	Jan	June																																																			
Grade	Target Growth (levels)	Actual Growth (levels)	Not captured due to COVID 19																																																			
K	4	2	-																																																			
1	6	3	-																																																			
2	2	2	-																																																			
3	2	1	-																																																			
4	2	1	-																																																			
5	2	1	-																																																			
	K	1	2																																																			
Exceeded	51	17	43																																																			
Met	9	21	7																																																			
Partially Met	4	2	5																																																			
Not Met	1	17	6																																																			

Measure: Each year, ANet will show growth relative to the network or growth for the cohort when compared to the past year for each grade (3-5) in English language arts and math.

**2019-2020 ELA
Relative to
network**

- Grade 2 - Met**
- Grade 3 - Met**
- Grade 4 - Met**
- Grade 5 - Met**

**2019-2020 Math
Relative to
network**

- Grade 2 - Met**
- Grade 3 - Met**
- Grade 4 - Met**
- Grade 5 - Met**

ELA						
Grade	MLKCSE 19-20	Difference to Network	Network 19-20	MLKCSE 18-19	Difference to Network	Network 18-19
2	57	+8	49	61	+13	48
3	40	+2	38	44	+10	34
4	52	+6	46	48	+6	42
5	42	+4	38	42	+5	37
309 Schools			267 Schools			
Math						
Grade	MLKCSE 19-20	Difference to Network	Network 19-20	MLKCSE 18-19	Difference to Network	Network 18-19
2	56	+2	54	66	+8	58
3	55	+3	52	53	+5	48
4	47	+6	41	51	+11	40
5	60	+15	45	61	+19	42
219 Schools			311 Schools			

APPENDIX B: Charter School Recruitment and Retention Plan Temp

Recruitment Plan 2020-2021

School Name: Martin Luther King, Jr. Charter School of Excellence

2019-2020 Implementation Summary:

We implemented all aspects of the 2019-2020 Recruitment Plan and achieved positive results. We conducted information sessions and provided information and applications to many of the city's pre-school programs (Head Start, Square One, YMCA). Our student outreach materials explicitly stated that our school serves all students including students with IEPs, students with 504 plans, and emerging bi/multilingual students. All materials were printed in English and Spanish. Our special education percentage did decline slightly. It was 15.8 %, which is lower than our comparison index of 16.6%. This is atypical. Our cohort of students with the highest percentage of students with special needs did transition to middle school. Additionally, we had some students transition off their IEPs which we believe may contribute to the decline in the overall percentage. Our ELL population was 25.8%, which is higher than the comparison index of 13.6%. The number of English Learners enrolling in our school is growing exponentially. Our economically disadvantaged population was 73.3%, which is higher than the comparison index of 71.1%. and continuing to diversify our student population to the extent possible.

The MLK School continues to serve a high needs population. The School's recruitment practices and implementation of the recruitment plan achieve the Commonwealth's goal of serving all students. The MLK School has maintained full enrollment and a growing waiting list for all grade levels. The School continues to enroll a diverse student body, being comparable with our comparison index, and while also seeking to expand diversity efforts to include Asian and Somali students, a growing population in the greater Springfield area. This also speaks to the challenges of recruitment to these populations.

Next year, 20% of new kindergartners have siblings already enrolled at MLK Charter School, a very high percentage. As in the past two school years, the school expects to exceed the comparison index for English Language Learners, Limited English Proficient students, students with disabilities, and economically disadvantaged students. We are basing this on initial enrollment information.

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

General Recruitment Activities for 2020-2021:

MLKCSE general recruitment activities for the 2020-2021 school year will included the following:

- **Head Start; YMCA; SquareOne Outreach.** The school will conduct bilingual outreach at Springfield Head Start, YMCA of Greater Springfield, and SquareOne programs to meet with parents and provide additional information about the MLK Charter School program and the application process.
- **Preschool Outreach.** The school will invite local preschool providers to tour MLK Charter School and attend onsite information sessions about the school to better understand the educational program. We have found that establishing relationships with preschool providers is a powerful way to conduct outreach to families. A school visit provides the preschool providers with a clear picture of the program offered here and helps support their recommendation of MLK Charter School to the families enrolled in their preschool programs.
- **Family Information Sessions.** MLK Charter School will host two parent information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership and operations. These information sessions will be advertised on the school's website, in the school's main office, at local community organizations and daycare providers, on social media and in local media.
- **Family-to-Family Outreach.** MLK Charter School will ask current families to distribute applications 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.
- **Online Advertising.** MLK Charter School will advertise in local media, such as *MassLive* and *El Pueblo Latino*, to create an online advertisement that ran in both English and Spanish. Through internet marketing techniques, we are able to target these ads specifically to families who live in Springfield. In addition, MLK Charter School will continue using Facebook as a mechanism for outreach. We have found the Facebook advertisements lead to increased attendance at Parent Information Sessions and new student applications. Because of programs within Google and Facebook, this outreach is available in almost any language once posted and therefore, is an effective method for reaching non-English speaking families.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.8%</p> <p>GNT percentage: 14.9%</p> <p>CI percentage: 16.6%</p> <p>The school is <u>above</u>/ GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will include information regarding our special education and English learner services on our recruitment materials</p> <p>We will send a special-education staff member to some pre-school information sessions.</p> <p>We will send an annual notice to parents about a Parent Advisory Council.</p> <p>We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students.</p> <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.</p> <p>We will continue to recruit at preschool programs, such as Head Start centers, which serve students with special needs and English as a second language. A Family Engagement Coordinator, a special education, and/or an ESL staff member will meet with staff at these programs to make them aware of our capacity and programs for serving all students. We anticipate changes in the data in two years.</p> <p>Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. We will also continue to try and recruit students of Somalian descent. Despite our efforts this year, we did not receive any applications from this targeted subgroup.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 25.8%</p> <p>GNT percentage: 12%</p> <p>CI percentage: 13.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed.</p> <p>We will provide recruitment materials in Spanish.</p> <p>We will provide recruitment material (flyers, applications) in Somali Bantu.</p> <p>We will send a bilingual staff member to some pre-school information sessions.</p> <p>We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students.</p>

	<p>We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield and recruit at their after school program. “The mission of the New North Citizens' Council, Inc. is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the improvement of quality of life.”</p> <p>We will request that Jewish Family Service in Springfield, MA work with us on outreach to Somalian families.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>We will place advertisements in Somali in local newspapers such as The Republican and The African American Point of View, given the large Somali-speaking population in Springfield.</p> <p>We will attend and distribute materials at organizations throughout the city that serve non-English speaking families.</p> <p>We made a contact at the Somali Bantu Community of Springfield, Inc. and plan to attend upcoming events that cater to the Somali Bantu Community members.</p> <p>We anticipate changes in the data in two years.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 73.3%</p> <p>GNT percentage: 69.5%</p> <p>CI percentage: 71.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will distribute recruitment material available in English & Spanish at the following locations - which often serve low-income families:</p> <p style="text-align: center;">Head Starts Square One Martin Luther King, Jr. Family Services, Inc. Dunbar Community Center Make Way for Ducklings KinderCare Reed Village Boys & Girls Club</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <p>School staff members will meet one-on-one with leaders at HeadStart, Square One, Martin Luther King Jr. Family Services Inc., Department of Children and Families, etc. to ensure that they are fully aware of our school’s programs, and could share information with their clients and/or members in an informed manner.</p>
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<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <p>In all recruitment materials, we will explicitly state that our school is open to all students regardless of prior academic performance. We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for “Students eligible for free or reduced lunch”). On recruitment material, we will include that we provide general education tiered academic support.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <p>On recruitment material, we will include the short-hand of our mission—academic excellence, character development, and aspiring to Dr. King’s ideal of a beloved community—which creates a positive, engaging learning community for students.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● N/A. We are a K-5 elementary school.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2019-2020 Strategies</p> <p>Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap.</p> <p>For the current year at MLKCSE, our combined percentage of African American and Hispanic students was 94.7%, which was higher than Springfield’s 86%.</p> <p>Specifically, our percentage of African American students was 30.3%, which was much higher than Springfield’s 18.9%.</p> <p>Our percentage of Hispanic students was 64.4%, which was lower than Springfield’s 67.1%. We will distribute recruitment materials at cultural centers and churches in Springfield to recruit a diverse student body.</p> <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● We will begin to use Facebook and other social media outlets to target friends and family of currently enrolled students to continue to reach specific subgroups of the community.

**Retention Plan
2020-2021**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Retention Rate: We exceeded our goal. Our retention goal (stability rate) was 85%, and our actual retention was 92%.

Attrition Rate: Our attrition rate was 7.6%, lower than the median of 15.2%.

We successfully keep our students enrolled, generally losing only a few students mostly when they move out of the area. Next school year we will continue to implement our successful retention strategies from the current year.

Attendance Rate: Our attendance rate was 95.2% which is higher than the median of 93.9%.

Our school has a strong history of keeping our students enrolled. We accomplish this by following the strategies outlined below.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan – 2020-2021 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 12.1%</p> <p>Third Quartile: 21.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>We provide academic, social, and emotional support for diverse learners.</p> <p>Special-Education Staff: We have full-time special education teachers (one per grade), and a director of special education.</p> <p>The school has an inclusion model. This department provides push-in and pull-out services that include all IEP services to which each child is entitled.</p> <p>Social Work Team: We have a full-time adjustment counselor in addition to graduate social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, self-management skills, anti-bullying support, and, in general, how to be kind, ensure safety, and improve community.</p> <p>Student Support Team: Our Student Support Team is composed of four full-time members: the dean of student success, an adjustment counselor, a nurse, four student support associates, and graduate social work interns. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate student reflection and verbal de-escalation.</p>
Limited English-proficient students/English learners Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 5.4%</p> <p>Third Quartile: 18.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>The ELL department provides a combination of pull-out and push-in ESL instruction and support in the context of our inclusion model based on students' levels and needs.</p> <p>As the number of English Language Learners (ELLs) enrolled at MLK continues to significantly grow, our school employs four full-time ESL teachers, one of whom also coordinates the department.</p> <p>A total of 35/40 (88%) faculty members have completed the SEI Teacher Endorsement training to date.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
(a) CHART data	(b) Continued 2019-2020 Strategies

<p>School percentage: 7.1% Third Quartile: 18.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>We have a non-discriminatory school community in which all students regardless of income are able to participate in all school activities.</p> <p>Breakfast and lunch: We provide daily free breakfast and lunch.</p> <p>Uniform: MLKCSE values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school.</p> <p>Field trips: Field trips are intended for all students and are not cost prohibitive</p> <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p style="text-align: center;">N/A</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <p>We believe every child can succeed. MLKCSE provides a positive, structured, and engaging learning environment that encourages students to learn and grow which helps sub-proficient students become proficient, and helps all students succeed in school.</p> <p>School Culture: We have established and regularly communicate our mission, vision, core values, and goals. We proactively teach our core values through monthly assemblies, daily Community Meetings, and social emotional learning opportunities. Each month of the academic year, we focus on a different core value. We delineate expectations for our Key Systems and school-wide student expectations. Additionally, we focus staff training on being proactive and preventative. This includes training and developing teachers on thoughtfully selected, proactive teacher leadership strategies from Lemov's <u>Teach Like a Champion</u>. These moves focus on setting high academic expectations, planning that ensures academic achievement, creating a strong classroom culture, setting and maintaining high behavioral expectations, and building character and trust. Another way, we work to be proactive is by working with teachers and staff to develop clear routines and procedures. We do this at the schoolwide, grade-level-wide, and classroom levels. In execution, we use a systematic approach which positively reinforces habits of success and also offer predictable corrective responses as needed. Similar to academics, we have a clear multi-tiered system of support for social emotional needs as well.</p>

	<p>Values education: One of the three pillars of an MLKCSE education is character development. Our students learn the Dr. King Values, which helps them be part of a united and supportive learning community and be prepared to succeed in life. This happens during academics, through assemblies, and through daily Community Meetings.</p> <p>Family engagement: The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family nights (including 2 annual academic showcase nights, 2 annual report card nights, and annual musical play) are popular ways to engage families in their students' education.</p> <p>Community service learning activities help make school both fun and enriching.</p>
<u>Students at risk of dropping out of school</u>	(e) Continued 2019-2020 Strategies N/A
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2019-2020 Strategies N/A

APPENDIX C: School and Student Data Tables

MLKCSE Demographic data link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04920000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	30.3
Asian	.8
Hispanic	64.4
Native American	0
White	1.9
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	2.5
Selected Populations	% of School
First Language not English	30.8
English Language Learner	25.8
Students with Disabilities	15.8
High Needs	82.2
Economically Disadvantaged	73.3

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date

			(if no longer employed at the school)
Calvin J. McFadden, Sr. Executive Director	With the board of Trustees, the Executive Director works to build on and execute a strategic and operational vision of the school that is in alignment with its mission.	7-1-18	2-29-2020
Kendra Salvador Principal/Interim Executive Director	The Principal serves as the director of education and top academic leader of the school. The Principal is a visionary who develops an engaging, joyful, rigorous, academic environment built on fundamentals of academic excellence, social justice, community and respect. They provide the necessary leadership to ensure that the school's culture challenges and motivates our students, teachers, staff and parents, and that the school environment is progressive, dynamic and a student-centered learning community.	7-1-18	N/A
Natalie Bys Director of Operations	The Director of Operations collaborates with school leaders - the Executive Director, Principal and Dean of Student Success and Culture - to ensure that the school operations foster a learning environment where instructors focus on teaching and scholars consistently achieve academic excellence within our Beloved Community.	6-27-16	3-6-20

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	40	3	7	2 - retired; 2 - non-renewal;

				2 - mutual separation; 1 moved out of state
Other Staff	35	16	3	Non-renewal

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	12
Minimum number of board members in approved bylaws	11
Maximum number of board members in approved bylaws	21

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Beth deSousa	Chair	Executive/ ED Support & Evaluation Finance Governance Strategic Planning/ Goal-Setting	Term 2	1/1/19 – 12/31/22
Dominic Basile-Vaughn	Vice chair	Executive/ ED Support & Evaluation Human Resources Academic Excellence	Term 2	1/20/16 – 12/31/21
Wilma Tynes	Secretary	Executive/ ED Support & Evaluation Finance	Term 2	1-1-20 - 12-31-22
Emma Ford	Trustee	Human Resources	Term 2	1-1-20 - 12-31-22
Mia Chandler	Trustee	Human Resources Governance	Term 2	1/1/19 – 12/31/22

Lisa Watson	Trustee	Strategic Planning/ Goal-Setting	Term 2	1/1/19 – 12/31/22
Sarita Graveline	Trustee	Academic Excellence	Term 1	1-1-18 – 12-31-20
Jessica Putnam	Treasurer	Executive/ ED Support & Evaluation Finance	Term 1	3/28/18 – 12/31/21
James H. Lightfoot III	Trustee	Academic Excellence	Term 1	9/1/19 - 8/31/22
Kiyota Garcia	Trustee	-	Term 1	6-1-20 – 5-31-23
Patricia Rapinchuk	Trustee	Human Resources	Term 1	4-21-20 – 4-30-23
<i>Armando Feliciano</i>	<i>Trustee</i> <i>Pending Approval</i>	-	Term 1	<i>4-21-20 – 4-30-23</i>
Resigned from Board of Trustees				
Hussein Shamsher	Trustee			9/1/19 - 8/31/22 Resigned: 10/29/19
Andrea Sh'ree Baker	Trustee			1/1/17 – 12/31/19 Resigned/Term End
Margaret Daoust	Trustee			1/1/2017 –12/31/2019 Resigned/Term End
Darryl Moss	Trustee			1/1/17 – 12/31/19 Resigned: 4-30-18
Dorrine Sneed	Trustee			1/1/17 – 12/31/19 Resigned/Term End

2020-2021 Board of Trustee and Committee Meeting Schedules

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
August 18, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
September 15, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
October 20, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
November 17, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
December 15, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
January 19, 2021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
February 16, 2021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
March 16, 2021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
April 20, 2021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
May 182021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)
June 152021, 2020 at 5:30pm	285 Dorset Street/Zoom (remote, virtual)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
ED Support & Evaluation	Weekly on Thursday at 5pm	285 Dorset Street/Zoom (remote, virtual)
Academic Committee	3rd Monday of each month	285 Dorset Street/Zoom (remote, virtual)
Finance	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Governance	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Strategic Planning	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Human Resources	Annually; as needed	285 Dorset Street/Zoom (remote, virtual)
Finance	Quarterly	285 Dorset Street/Zoom (remote, virtual)

APPENDIX D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Beth DeSousa	bdesousa109@gmail.com	No change
Charter School Leader	Kendra Salvador	ksalvador@mlkcs.org	New
Special Education Director	Abigail Hertz	ahertz@mlkcs.org	No change
MCAS Test Coordinator	Kendra Salvador	ksalvador@mlkcs.org	No change
SIMS Coordinator	Patricia Rios	prios@mlkcs.org	No change
English Learner Program Director	Diana Yousfi	dyousfi@mlkcs.org	No change
School Business Official	Rosa Davila	rdavila@mlkcs.org	New
SIMS Contact	Patricia Rios	prios@mlkcs.org	No change
Admissions and Enrollment Coordinator	Patricia Rios	prios@mlkcs.org	New

Facilities

Location	Dates of Occupancy
285 Dorset Street, Springfield, MA 01108	Summer 2010-present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	1/18/2021
Lottery	1/19/2021

Conditions (if applicable)

Not applicable.

Complaints (if applicable)

Not applicable.