



Foundation Academy Charter School

Annual Report

2022

Transmitted to:

James Earle, Superintendent - Trenton Public Schools
Ambrose F. Duckett III, Superintendent - Eastampton Township Schools
Michael Nitti, Superintendent - Ewing Public Schools
Donna Ambrosius, Superintendent - Florence Township Schools
Dr. Rosetta Treece, Superintendent - Hopewell Valley Regional Schools
Ross Kasun, Superintendent - Lawrence Township Public Schools
Barry Galasso, Superintendent - Princeton Public Schools
Dr. Chris Heilig, Superintendent - Rancocas Valley Regional Schools
Brian Betze, Superintendent - Robbinsville Township Schools
**Dr. David Aderhold, Superintendent - West Windsor Plainsboro Regional
Schools**

Introduction

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

Annual Report Submission Guidelines

Annual Report Submission

Each year per *N.J.S.A. 18A:36A-16(b)* and *N.J.A.C. 6A:11-2.2(a)*, the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

Submission Process for the 2021-2022 Report

The annual report must be submitted via Homeroom as a Word document titled "Annual Report 2022." To submit the report, upload it to the subfolder "Annual Report 2022" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the "Annual Report 2022" subfolder on the charter school's Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Monday, August 1, 2022. Copies require a cover page, which includes the school's name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 3, 2022.

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below.

Table 1: Basic Information

Name of charter school	Foundation Academy Charter School
Grade level(s) to be served in 2022-2023	K-12
2021-2022 Total enrollment as of June 30, 2022	1187
2021-2022 Students with Disabilities (SWD) enrollment as of June 30, 2022	141
2021-2022 English Language Learners (ELL) enrollment as of June 30, 2022	125
Projected enrollment for 2022-2023	1110
Current waiting list for 2022-2023 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	(K-69) (1st-52) (2nd-73) (3rd-58) (4th-56) (5th-49) (6th-48) (7th-43) (8th-43) (9th-99) (10th-33) (11th-14) (12th-3)- Total=640
Waitlist within the district/region of residence	(K-62) (1st-52) (2nd-67) (3rd-56) (4th-55) (5th-46) (6th-43) (7th-41) (8th-42) (9th-95) (10th-33) (11th-12) (12th-2)- Total=606
Waitlist of non-resident district/region of residence	(K-7) (1st-0) (2nd-6) (3rd-2) (4th-1) (5th-3) (6th-5) (7th-2) (8th-1) (9th-4) (10th-0) (11th-2) (12th-1)- Total= 34
Website address	https://foundationacademies.org/
Name of board president	Kimme Carlos
Board president email address	KimmeCarlos@gmail.com
Board president phone number	(609) 610-7603
Name of school leader	Sheria McRae
School leader email address	Smcrae@foundationacademies.org
School leader office phone number and extension	(609) 356-4344
Name of School Business Administrator (SBA)	Christopher Lessard

SBA email address	Clessard.sba@gmail.com
SBA phone number	(973) 948-3727 ext. 224

School Site Information:

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Foundation Academy Primary School Foundation Academy Intermediate School Foundation Academy Middle School
Year site opened	2013
Grade level(s) served at this site in 2021-2022	K-8 (Primary: K-2; Intermediate: 3-5; Middle: 6-8)
Grade level(s) to be served at this site in 2022-2023	K-8 (Primary: K-2; Intermediate: 3-5; Middle: 6-8)
Site street address	363 West State Street
Site city	Trenton
Site zip	08618
Site lead or primary contact's name	Sheria McRae
Site lead or primary contact's office phone number and extension	(609) 920-9200
Site lead or primary contact cell phone number	(609) 356-4344
Site lead's email address	smcrae@FoundationAcademies.org

Organizational Performance Areas

Educational Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- a) State the school's Commissioner-approved mission.

The mission of Foundation Academies is to ensure that all of our students secure the academic knowledge and skills to prepare them for the nation's finest colleges, and to instill in them the core values of caring, respect, responsibility, and honesty.

- b) Provide a brief description of the school's key design elements.

Component #1: A Focus on Urban Adolescents. As we grow, we learn about, assess, modify, deploy, and are constantly improving upon a series of systems, strategies and techniques designed to build healthy social and emotional beings. We regularly use research-based instructional methods, procedures and practices in our classrooms that have proven successful with not just students in urban schools, but all kids.

Component #2: High and Clearly Articulated Expectations. We use standardized lesson planning structures, classroom procedures, a visible blackboard configuration, student organization systems, and grades to effectively communicate to students and parents, on a regular basis, students' progress and a plan of action.

Component #3: Rewards and Consequences. We recognize positive academic and social behaviors and consistently and systematically provide consequences for conduct that detracts from learning or proves inconsistent with our core values.

Component #4: More Time on Task. We currently operate an academic year and day that extends well beyond that of our district peers. Our students receive significantly greater instructional time than students in the Trenton District Public Schools.

Component #5: Building Community. Our school community meets regularly each morning to focus on character development. Depending on grade level, this is accomplished via Community Circle and Advising. During this time, advisors, teachers, group leaders and students discuss and present Foundation Academies' core values. Our students are actively engaged in the community and conduct several community service projects.

Component #6: Results Focus. Foundation Academy regularly tracks data to measure and assess our performance. Each month, we publish and distribute to all staff more than 100 pages of Data Snapshots, detailing various academic and conduct measures of students, staff and parents that we utilize to solidify plans or change course.

Component #7: Values Focus. We have continuously sought to instill in our students that being people of great character is as important as other measures of success. We have pursued academic excellence, secured a strong reputation with our parents as well as the broader community, and have been efficient stewards of the public's financial resources, while simultaneously focusing our students and staff on our core values of caring, respect, responsibility, and honesty.

- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

Not applicable.

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2020-2021 to 2021-2022.
Actual Outcome	Ex: In 2020-2021, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2021-2022, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

1.2 Curriculum

- All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

1.3 Instruction

- What constitutes high quality instruction at this school?

Instructional Expectations

All classrooms at Foundation Academy, regardless of grade level or subject area, have the following instructional expectations:

- **Rigorous, Purposeful, and Measurable Objectives.** We believe that great lessons start with clear and high expectations for mastery.
- **Metacognitive Practice.** We expect our teachers to teach students how to think about their thinking by examining what is required to achieve a specific learning outcome.
- **Independent Practice.** We expect our teachers to provide students with ample opportunity to practice skills that align to the objectives and standards.

- **Assessment that is aligned to the objective.** We expect our teachers to have evidence that students accomplished the objective (or goal) for the lesson.

b) Provide a brief description of the school’s common instructional practices.

Instructional expectations differ somewhat in order to ensure that instruction is age appropriate and conducive to the subject area. We strategically change our lesson format to promote developmentally appropriate critical thinking and analysis. We have incorporated the “You, Y’all, We” model of teaching to ensure that lessons are student-centered, in grades K-12.

This model of teaching taps into what students already understand and then builds upon it. Rather than starting each lesson by introducing the main idea to be learned that day, students are assigned a single “problem of the day” or “question of the day” designed to let them make sense of the grade level skill being practiced. “You” is first on their own, then “Y’all” in peer groups, and finally “We” as a whole class. The result is a process that replaces answer-getting with sense-making. Other instructional expectation differences can be summarized as follows:

Primary School (Kindergarten to 2nd Grade)

In the primary school grades, all classrooms are co-taught.

- During English Language Arts, co-teaching is a dynamic process that varies based on the ELA component.
- “Parallel teaching” is utilized by the co-teachers during Small-Group Reading Instruction (Kindergarten to 2nd Grade), 2nd Grade Writing, and Phonics (Kindergarten and 1st Grade) or Shared Reading (2nd Grade). During these parts of the lesson, teachers divide the students in half and teach the same concept at the same time.
- During Shared Reading and Read Aloud (Kindergarten to 2nd Grade), one teacher leads the instruction and the other teacher supports by helping individual students.
- For Writing instruction (Kindergarten and 1st Grade), “alternative teaching” is implemented by the co-teachers. In this model, one teacher manages and provides instruction to the majority of the class, while the other teacher works with a smaller group of students to help struggling students with skills or provide an extra challenge for students that have mastered a concept.
- Mathematics, Science, Social Studies, Music, and Physical Education/Health are all taught using the “You, Y’all, We” model described above.

Intermediate, Middle School & High School (3rd to 12th Grades)

- During the “You” portion of the lesson, teachers circulate to observe and record students’ prior knowledge on the skill and plan questions.
- During the “Y’all” portion of the lesson, the teacher poses planned questions to individual groups of students that are discussing.

- During the “We” portion of the lesson, the teacher asks questions to ascertain the thought process students use to make sense of the problem or question. At this time, teachers target misunderstandings through questioning.

Partnership with Mercer County Community College and Service Learning

A partnership with Mercer County Community College enables eligible high school juniors and seniors to enroll in courses during the day and earn college credits at the local community college prior to high school graduation.

High school students have the opportunity to develop service learning projects by partnering with local community service organizations to address areas of concerns within the community and to meet the community service hours area graduation requirement.

Due to pandemic restrictions, the following adjustments were made to service hour requirements:

Class of 2021 - 10 hours minimum
 Class of 2022 - 50 hrs min
 Class of 2023 - 60 hrs min
 Class of 2024 - 80 hrs min
 Class of 2025 - 80 hrs min

- c) Describe how the school has made efforts to address learning loss related to the Covid-19 public health emergency. What areas of strength and areas of opportunity remain?

All schools are required to “accelerate” learning by frontloading pre-requisite skills prior to grade-level skills being taught to ensure we are meeting students where they are yet, still providing grade level instruction.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2021-2022 school year.

Our goal as a school is to ensure that we prepare students for college and lives of strong character. Students' regular attendance in school, whether virtual or in-person, is vitally important to their success and ultimately whether or not we achieve our mission.

Throughout the 2021-22 school year, we worked to ensure our practices were aligned, equitable, and provided students with the maximum amount of high quality instruction.

Quarantines:

1. Students who were quarantined (as part of a class/grade/school quarantine, as a sibling quarantine, or as an individual quarantine, regardless of where the exposure happened) were required to attend virtual instruction and were provided with a link to join their class.
2. Nurses notified instructional staff of these students.
3. Quarantined students who attended virtual instruction were marked present-remote by teachers.

4. Quarantined students who did not come to virtual instruction were marked as absent by teachers.
5. Quarantined students did not come to virtual instruction were marked absent-unexcused for their daily attendance code unless one or more of the following is met:
 - a. a doctor's note or medical documentation for the student who missed instruction was provided to excuse the student, regardless of diagnosis (COVID or other)
 - b. a positive COVID test for the student who missed instruction was sent to the nurse (these students were excused)
 - c. The student experienced a technology issue that could not be resolved after asking the teacher for guidance AND contacting our technology team for assistance. The technology team emailed the main office to let them know of any students that fit this criteria.
 - d. The principal or their designee confirmed that the student's teacher failed to provide a remote link. These students will be excused, and the staff must receive feedback from their school leadership.
 - e. Another form of documentation was provided that would otherwise suffice for excusal in a non-pandemic school year (for example, documentation for a funeral)
 - f. If there were a special case with extenuating circumstances, our policy does allow some discretion for extreme situations.
6. The nurse, main office staff, leadership, and technology remained in communication regarding whether documentation was provided for a student excuse.
7. All teachers checked the daily attendance for quarantined students when taking period attendance and notified the office if a student was marked absent for the day but was present-remote for a class.
8. The Data and Assessment Team regularly audited teacher practices for taking attendance and provided feedback to principals and staff. During these audits, the team also addressed any attendance inaccuracies.
6. The Main Offices provided daily feedback to staff about attendance statuses and attendance not being taken.
- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2021-2022 school year. What supports will the school provide in the 2022-2023 school year?

Zero students retained in each of the following grades: 3rd, 4th, 5th, 6th,
 One student retained in each of the following grades: Kindergarten, 1st, 2nd, 7th, 8th, and 12th
 Two students retained in each of the following grades: 10th
 Three students retained in each of the following grades: 11th

All retained students will enter the I&RS process and be provided targeted interventions to address gaps.

1.4 Assessment

- a) On April 6, 2021, the United States Department of Education (USED) recognizing that “we are in the midst of a pandemic that requires real flexibility,” informed the New Jersey Department of

Education (Department) that the administration of Start Strong Fall 2021 Assessments would satisfy federal statewide assessment requirements for the 2020-2021 school year. On October 13, 2021, the Department required the administration of Spring 2022 New Jersey Student Learning Assessments (NJSLA) between April 25 and June 3, 2022. Absent embargoed NJSLA spring of 2022 assessment data, the Department requests Start Strong Fall 2021 performance data to report on whether students required strong, some, or less support. Fill in the following Start Strong Fall 2021 Assessment data by the number and percentage of students requiring strong, some, or less support for all grade levels that participated in the Start Strong Fall 2021 Assessment.

- b) In addition to the Start Strong Fall 2021 Assessment data, the Department is requesting data from local benchmark assessments administered during the 2021-2022 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with “grade level” referencing the charter school’s expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 4: Start Strong Assessment Outcomes (Fall 2021)

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support
	Number of students	Percentage of Students	Number of students	Percentage of students	Number of students	Percentage of students
ELA 4	41	49	12	14	31	37
ELA 5	33	39	22	26	30	35
ELA 6	31	37	21	25	31	37
ELA 7	28	32	21	24	38	44
ELA 8	34	41	17	20	33	39
ELA 9	18	22	18	22	45	56
ELA 10	23	33	14	20	33	47
MAT 4	61	73	18	21	*	<10%
MAT 5	78	92	*	<10%	*	<10%
MAT 6	64	77	13	16	0	0
MAT 7	41	48	33	38	12	14

Assessment	Strong Support	Strong Support	Some Support	Some Support	Less Support	Less Support
	Number of students	Percentage of Students	Number of students	Percentage of students	Number of students	Percentage of students
MAT 8	23	89	3	12	*	<10%
Algebra I	65	69	21	22	8	9
Geometry	67	70	20	21	*	<10%
Algebra II	24	33	28	38	21	29

* State reporting of NJ START STRONG 21 data not reported due to the amount of students that scored within a given tier and confidentiality concerns.

Table 5a: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2021

Assessment	Below (%)	On (%)	Above (%)
ELA K	84	15	1
ELA 1	96	2	1
ELA 2	83	12	5
ELA 3	68	25	8
ELA 4	82	8	10
ELA 5	88	8	4
ELA 6	80	6	13
ELA 7	74	16	10
ELA 8	64	16	20
ELA 9	62	16	23
ELA 10	59	12	29
ELA 11	58	22	20
ELA 12	54	20	25
MAT K	95	4	1

Assessment	Below (%)	On (%)	Above (%)
MAT 1	100	0	0
MAT 2	95	4	1
MAT 3	95	5	0
MAT 4	90	7	2
MAT 5	96	4	0
MAT 6	84	12	5
MAT 7	73	25	3
MAT 8	59	30	11
Algebra I	82	16	3
Geometry	44	47	9
Algebra II	68	27	6

Table 5b: Proficiency Rates on Local assessments (% of Students) —End of Year Summative Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	19	39	43
ELA 1	66	21	13
ELA 2	57	15	28
ELA 3	54	24	22
ELA 4	70	15	15
ELA 5	74	12	14
ELA 6	62	11	26
ELA 7	64	21	15
ELA 8	47	29	27
ELA 9	56	18	26

Assessment	Below (%)	On (%)	Above (%)
ELA 10	82	7	11
ELA 11	38	37	25
ELA 12	45	26	29
MAT K	45	17	38
MAT 1	68	12	18
MAT 2	79	18	3
MAT 3	86	14	0
MAT 4	86	10	4
MAT 5	81	13	5
MAT 6	74	17	9
MAT 7	72	24	4
MAT 8	54	23	23
Algebra I	81	19	0
Geometry	53	36	10
Algebra II	64	30	6

c) Identify the type of assessments used for interim assessment data:

Assessment Type (interim assessment)	✓or X
Solely charter created	
Vendor and charter created	X
Combination of solely charter and vendor and charter created	

d) Identify the type of assessments used for end of year assessment results:

Assessment Type (end of year)	✓or X
Solely charter created	
Vendor and charter created	X

Combination of solely charter and vendor and charter created	
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- e) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).

Our school regularly tracks disaggregated student performance on ELA and mathematics assessments. This includes looking for disproportionate performance for subgroups such as students eligible for FRL, students with disabilities, students by gender, and students by racial/ethnic group.

Once a disproportionate performance is identified, leaders meet to plan how to address performance. Additional data, such as attendance and culture data, is considered and synthesized to inform these plans.

As part of their data review cycle, principals identify these trends with each formative assessment cycle and address disproportionality in their campus plans following the assessment.

- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022 year.
- iReady Math and Reading in K-12
 - Start Strong Assessments in 4th-10th grade ELA and Math and 6th, 9th, and 12th grade science
 - NJSLA ELA/M in 3rd-9th grade
 - NJSLA-S in 5th, 8th, and 11th grade
 - NJGPA in ELA/M in 11th grade
 - ACCESS 2.0 for ELLs in K-12
 - WIDA Model Summative in K-12
 - WIDA Model Screener in K-12
 - PSAT in 10th and 11th grade
 - SAT in 11th and 12th grade

- g) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

As part of their data review cycle, principals identify trends with each formative assessment cycle and address disproportionality in their campus plans following the assessment. Principals meet with the Chief Academic Team to draft a plan of action to improve instruction.

Teachers received ongoing training on the principles of data-driven instruction and incorporated the assessment data into their small group instruction.

- h) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

Internally, data is readily available to staff members who can access it in Tableau at any point. Data is distributed to students and parents during data chats and parent teacher conferences.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Graig Weiss	Chief Executive Officer	July 1, 2009 (resigned effective June 30, 2022)	\$177,910
Christopher Lessard	School Business Administrator	July 1, 2009	\$47,423
Diana Ubaldo	Assistant School Business Administrator	August 23, 2021	\$104,864
Sheria McRae	Chief Academic Officer (CEO effective July 1, 2022)	August 2, 2020	\$165,315
Natasia Cooper	Primary School Principal (CAO effective July 1, 2022)	July 1, 2016	\$137,440
Venetia Birchmore	Intermediate School Principal	July 8, 2019	\$125,440
Angela Joyner	Middle School Principal	January 21, 2019	\$130,837

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information in Table 7 below regarding learning environment at the school.

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	90%
Elementary School Attendance Rate (grades K-5)	91%
Middle School Attendance Rate (grades 6-8)	88%
High School Attendance Rate (grades 9-12)	88%
Student - Teacher Ratio	18.6:1

- b) Fill in the requested information in Table 8, below, regarding the professional environment at the school.

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2020-2021 to 2021-2022	67%
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Total Staff Retention Rate from SY 2020-2021 to 2021-2022	68%
Frequency of teacher surveys and date of last survey conducted	twice annually; March 2021
Percent of teachers who submitted survey responses	89%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	56% (average of all leadership based questions)

- c) What were the three main positive aspects teachers identified in the latest survey?
- I understand how my actions contribute to school priorities and goals. 78%
 - Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice. 76%
 - The feedback I get from being observed helps me improve student outcomes. 74%
- d) What were the three main challenges that teachers identified in the latest survey?
- Over the long term, my workload as a teacher is sustainable. 9%
 - My schedule is structured in a way that helps me meet the expectations of my job as a teacher. 13%
 - I can consistently accomplish essential work during my regular planning time. 17%
- e) Fill in the requested information below regarding the school's discipline environment in 2021-2022. If there was a noticeable increase or decrease in suspensions and expulsions in 2021-2022 compared to 2020-2021, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2021-2022

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	83	0	0
1	85	2	0
2	84	1	0
3	87	3	0
4	85	4	0
5	84	12	0
6	85	6	0

Grade Level	Number of students enrolled as of Oct. 15, 2021	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
7	84	9	0
8	86	24	0
9	81	11	1
10	71	13	0
11	88	12	0
12	73	11	0

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 10 below regarding family involvement and satisfaction.

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school's board, out of the total number of board members	1 of 8
Frequency of parent/guardian surveys	Two times per school year, Parent Teacher Conference (PTC) 1 and PTC 3
Date of last parent/guardian survey conducted	04/05/2022
Percent of parents/guardians completing the survey (consider one survey per household)	22.5%
Percent of parents/guardians that expressed satisfaction with the overall school environment	61%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- School safety. (93%)
 - Positive behavior reward system. (93%)
 - School support of students and parents by school staff and administration. (88%)
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Academic support. (49%)
 - Internet access. (20%)
 - School supplies, notebooks, pens, pencils, etc. (3%)
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2021-2022 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

During the 2021-2022 school year, our parent/guardian events mirrored those of pre-pandemic years to the greatest extent possible, as well as providing many opportunities for parents to give feedback on our virtual learning environment and ensuring that families were informed of and involved in the process of safely returning to school.

New Parent Orientation was virtually held prior to the beginning of the school year to orient the parents with academic and cultural expectations for their new students. An in-person **parent information session** was held at our K-8 campus in August.

Virtual K-8 Back to School Nights were held at the beginning of the school year and provided an opportunity for students and their families to meet and spend time with teachers and FA staff.

Virtual Parent Information Sessions and Town Hall Meetings were held several times during the school year. Families were given the opportunity to ask questions about and give input on the school's reopening plans, which were then adjusted in accordance with the feedback provided by families.

During Hispanic Heritage month, the Primary, Intermediate, Middle and High Schools planned a live streamed organization-wide **Hispanic Heritage Celebration**.

Our annual **100 Men Welcome** featured the theme of “I am Black History,” and gave fathers, grandfathers, uncles, brothers, and men in the community the opportunity to greet K-12 students in person on their 100th day of school. Special guests included members of our Trenton community, who each provided words of encouragement and inspiration out loud for our scholars. During our celebration, our scholars paraded around the building to celebrate while all the members of this event cheered with pom-poms and posters. To close out the presentation, an FA Primary School Dean of Culture provided students with tips, advice, and encouragement for success with their learning in the days to come.

The Primary School (grades K-2) held **Virtual Math Nights** and **Literacy Nights** to help familiarize parents with the curriculum, engage in fun learning activities with their scholars in a team environment, and to learn skills to support their scholars at home. **Pop Ins with the Principal** and monthly **Drop Everything and Read Days**. To support our families, the Primary School also held quarterly **Parent Information Sessions**, which were virtual events that engaged our families with information and tools to help support their scholars at home with academics. Additionally, this year our scholars participated in an **Art Show** where families were able to come, in-person to attend and see their child’s artwork from the year. Throughout the course of the year we also celebrated specific literacy events such as **National Author’s Day** in November, **Read A New Book Month** in December and **Read Across America Week** in March.

The parents of third to fifth grade students at our Intermediate School enjoyed participating in our **virtual Honors and Academic Award ceremonies** to celebrate their students academic success each quarter. Parents also were invited to participate in our **I-Ready Award Trips**. These trips were for students who achieved growth on their I-Ready Diagnostics each quarter. The trips included skating, a day at Funplex and an **outdoor Block Party** hosted in our school parking lot. This year our parents were also able to attend the **5th grade Move Up Day ceremony** held in-person in our school gym.

Families of our Middle School students (grades 6-8) were invited to virtual **parent meetings** throughout the year. While our **Middle School Honors and Awards Ceremonies** were held virtually, we were thrilled to be able to safely hold the **Eighth Grade Recommitment Ceremony** in-person. Our rising ninth graders and their parents/guardians were also invited to attend **Incoming Freshman Information Night** (virtual).

Foundation Academy Collegiate hosted over 80 virtual college rep visits to expose students to post-secondary options, and three college-focused events held for parents and students:

- 1) **Financial Aid Information Session** in September to assist with Financial Aid & FAFSA completion, (held in conjunction with HESAA). In-person event.
- 2) **FAFSA Completion Workshop** in October to assist parents with completing the FAFSA form or Alternative Aid Form (Held in conjunction with HESAA). In-Person Event.
- 3) **Advocating for More Financial Aid**, to give our families the needed resources to be able to appeal/advocate for college financial aid packages that fit their changing financial needs during the pandemic.

Senior Signing Day was held in-person and live streamed to the greater school community.

The **National Honor Society Induction Ceremony** was held in-person for students, and recorded and sent to families. **High School Graduation** was held in-person at Arm & Hammer Ballpark. A **ninth grade concert**, held in the Foundation Academy Collegiate athletic center, was our students' first major musical performance post-pandemic.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.

While our families enthusiastically participated in virtual school-led activities, the challenges of the pandemic did not allow for parent-led events during the 2021-22 school year.

- f) Fill in the requested information in Tables 11 and 12 below regarding community involvement. Add or delete rows as necessary.

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Mercer County Community College	Dual Enrollment Program	One Foundation Academy staff member gave support to the MCCC Higher Education Program. Thirty one students attended classes three hours per week for the fall and/or spring semesters. This program provided credit-based education at the college level.

Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
AmeriKick Karate	Intermediate School Clubs Program	Approximately 25 students per class in grades 3 through 5 participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.
Mad Science	Intermediate School Clubs Program	Approximately 25 students per class in grades 3 through 5 participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.
Chef Aaron Black	Intermediate School Clubs Program	Approximately 25 students per class in grades 3 through 5 participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.
Likeable Stem	Intermediate School Clubs Program	Approximately 25 students per class in grades 3 through 5 participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.
Walt Frasier Comedy	Intermediate School Clubs Program	Approximately 25 students per class in grades 3 through 5 participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.
Smith Family Foundation of NJ	College Care Package Event (In Person @ SFFNJ)	Approximately 60 seniors each received a care package

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		donated by SFFNJ to graduating seniors. Two staff members coordinated.
Village Arts NJ	Primary School K-2 Art Teacher, and Intermediate, Middle, and High School Club Facilitator	<p>Approximately 30 students per class in grades K through 2 participated in this class for 45 minutes each week for learning around art creativity and skills.</p> <p>In grades 3 through 8, approximately 25 students per class participated in this club for one hour each week for a period of 11 weeks per semester. Each club was supervised by one teacher.</p> <p>At the high school level, over 40 students in grades 9-12 participated, with one supervising staff member.</p>
Futuro	HS College Preparation	Three Latinx students currently attend meetings at this advocacy based organization for 1-3 hours per week.
MillHill Center	HS Peer mentoring program	Two students meet 2 hours weekly.
Trio Programs	Trio Programs through Mercer County Community College	Four students meet Wednesday and Saturdays to develop literacy skills aligned with college readiness. College tours and support through the general college process is provided by the program.
United Way of Greater Mercer County	College Essay Writing Workshops (Virtual guest teacher)	79 Juniors participated in a series of College Essay Writing Workshops prepared for by the UWMC. Students were in-person, the guest teacher was virtual for 11 sessions.

- b) Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

Our educational and community partnerships provide academic enrichment, opportunities for career and self exploration, and peer leadership development programs that prepare our students to enter the nation’s finest colleges while nurturing our core values of caring, respect, responsibility, and honesty.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.3.1 Board Capacity

- a) Fill in the requested information in Table 13 below regarding board governance.

Table 13: Board Governance

Number of board members required by the charter school’s bylaws	Up to 13
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	April 2022
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	December 2021

- b) List the amendments to bylaws that the board adopted during the 2021-2022 school year.

Not applicable.

- c) List the critical policies adopted by the board during the 2021-2022 school year.

- 3542.2 School Meal Program Arrears
- 5131 Conduct/Discipline
- 5141.10 Face Coverings
- 5141.11 Vaccination and Testing

d) What were the main strengths of the board identified in the latest board self-evaluation?

- School staff/leaders
- School culture
- The vision of the organization

e) What were the three main challenges identified in the latest board self-evaluation?

- Staff recruiting
- Staff retention
- Alumni college completion rates

3.2 Board Compliance

a) Fill in the requested information in Table 14 below regarding the board. Add or delete rows as necessary.

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Dr. Todd Kent	6/22/10	6/30/22	Academics, Culture and Talent Committee Chair	Twkent@princeton.edu	9/28/11	10/18/2010 10/24/2011 1/1/2013 6/29/2017
Grecia Montero	11/19/09	7/07/22	Member	Montero@tcnj.edu	10/26/11	10/18/2010 11/29/2011 5/22/2014 7/26/2017
Stacy Denton	2/27/20	6/30/22	Member	dentons@mccc.edu	03/24/20	6/5/2020 2/16/2021 2/16/2022
Kimme Carlos	11/22/19	6/30/22	President	kimmecarlos@gmail.com	12/27/19	6/22/2020 3/9/2021 2/16/2022
Jacqueline Griffith	3/29/17	6/30/20	Vice President	Griffithj50@comcast.net	5/31/17	2/19/2019 2/19/2019 2/20/2019 3/24/2020
Antonio Bellamy	6/1/2022	6/30/25	Member	toneb@transformationchurchnj	N/A	Gov. 1 pending

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
				.org		
Richard Seigler-Carter	3/1/2022	6/30/25	Member	rseigler@leveragedfoundation.org	03/25/2022	Gov. 1 pending
Al-Lateef Farmer	10/1/21	6/30/24	Member	ADTQTF@hotmail.com	11/02/2021	Gov. 1 pending
Carl Seiden	7/1/21	6/30/24	Member	carl@seidenstrategies.com	06/25/2021	6/20/2022

- b) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://foundationacademies.org/meeting-minutes-back-page-2021/>

- c) Please provide the month and year of the latest board meeting minutes posted on the school’s website and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

June 15, 2022

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2021-2022.

Table 15: School Year 2021-2022 Application Process Timeline

Date the application for school year 2021-2022 was made available to interested parties	12/13/2021
Date the application for school year 2021-2022 was due back to the school from parents/guardians	2/25/2022
Date and location of the lottery for seats in school year 2021-2022	3/10/2022, Youtube Live

- b) Provide the URL to the school’s application for prospective students for school year 2021-2022. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

<https://foundationacademies.org/admissions/>

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2021-2022.

Foundation Academy website

- d) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.

English and Spanish (through self selected drop down menu)

- e) List all ways in which the school advertised that applications for prospective students for school year 2021-2022 were available prior to the enrollment lottery.

The applications were advertised to prospective students via the Foundation Academy website, posted flyers, multiple reminder posts on social media, such as Facebook, Instagram, Twitter and LinkedIn, and were also sent out via email to our newsletter list of over 2,600 subscribers.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2021-2022.

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2021-2022	Number of students retained in 2021-2022 for the 2022-2023 school year
K	4	84	83
1	3	85	83
2	5	82	82
3	4	87	84
4	5	86	82
5	2	85	84
6	2	84	83
7	3	83	84
8	4	87	84
9	6	81	76
10	3	72	69
11	12	93	79
12	3	74	71

- b) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 17 below and fill it out for each school site if the school has more than one site.

Table 17: School Site Facility Information

Site name	Foundation Academy Primary School Foundation Academy Intermediate School Foundation Academy Middle School
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2021-2022 annual lease cost	N/A
Facility mortgage/bond information	Mortgage Information
Purchase date	7/15/2016
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2022	\$0 - Mortgage was paid off on 2/27/2020
Latest date of appraisal	1/13/2016
Appraised value of property	\$5,700,000.00

Site name	Foundation Academy Collegiate
Facility lease information	
Landlord name	The Friends of Foundation Academy, Inc.
Lease commencement date	7/25/2018
Lease termination date	6/30/2026
2021-2022 annual lease cost	\$881,156.75
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2022	N/A
Latest date of appraisal	N/A
Appraised value of property	Insurance value of buildings: \$8,804,572

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	1
Total annual cost of all leases	\$881,156.75
Total lease amount budgeted for 2022-2023	\$874,076

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0 as of 2/27/2020
Total mortgage/bond amount	\$0
Mortgage principal budgeted for 2022-2023	\$0
Mortgage payment interest budgeted for 2022-2023	\$0

- a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.

The teacher evaluation tool was designed using five key focus areas reflective of Foundation Academies’ model and strategic plan. To achieve our long-term vision of preparing students for college and lives of strong character, we focus on quality education. Our teacher evaluation system was developed using "highest standards" to identify goals in the following areas:

1. Management and Classroom Culture
2. Planning and Preparation
3. Execution of Instruction
4. Professional and Community Contributions

Teachers are given a rating in each of these categories based on evidence gathered throughout the year from regular observations and feedback, as well as internal and external sources of data compiled by both instructional staff and the Academic Support Team. The rating scale for performance includes the following:

- **Exemplary – consistently meets and exceeds highest expectations.**
(Performance reflects mastery of skills, competencies and core values)
- **Strong – meets and exceeds stated expectations in most areas.**
(Performance reflects a solid and growing foundation of experience and success)
- **Satisfactory – meets the expectations overall.**
(Performance is professional, proficient and appropriate)
- **Needs Improvement – stated expectations are not met or met infrequently.**
(Performance comes close to being acceptable but further development is needed)

Foundation Academies evaluates teacher performance under the belief that every teacher can and should be developed throughout his or her career.

This intentional approach focuses Novice Teachers on strong Management and Classroom Culture, Career Teachers on strong Planning and Preparation, and Advanced Teachers on strong Execution of Instruction.

- b) Provide a description of the school leader evaluation system that the school has implemented.

At Foundation Academy Charter School, we believe that the quality of the work of the adults in our school is the single most important determinant in the successful achievement of our mission to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. We hire the most talented professionals. Once we hire them, we develop, coach, challenge and engage these professionals using a set of systems—including this Principal Evaluation System—to support, promote, and reward their excellence.

Principals

We evaluate our Principals based on five key areas:

1. **Ensuring Measurable Student Learning** – Principals are evaluated based on their positive, measurable impact on student mastery of the Foundation Academies curriculum as determined by state, external and Foundation Academies’ common assessments.
2. **Modeling Our Core Values** – Principals are evaluated on the degree to which they model for our students, parents, staff and others our core values of caring, respect, responsibility and honesty.
3. **Sweating the Small Stuff** – Principals are evaluated based on how effectively they sweat the small stuff in managing student conduct.
4. **Working Hard** – Principals are evaluated based on how hard they work and how productive they are.
5. **Being a Good Teammate** – Principals are evaluated based on how they engage in a set of practices that promote a strong, unified adult team implementing the Foundation Academies program within our school community.

Communicating Expectations

We will communicate the expectations of our Principals through:

- Initially **Communicating Expectations** through his/her job descriptions and detailed evaluation tool.
- Ensuring that our school Principals **Experience** school leadership in an effective school setting, either as a former teacher/teacher leader or as a participant in a training program, *e.g.* KIPP School Leadership Program (KSLP), or analogous experiences.
- Regular walkthrough **Observations** of the campuses by the Chief Executive Officer, using standardized and published rubrics designed to assess fidelity to the school’s core values and expectations as set forth in the Principal evaluation system.
- Providing **Feedback and Coaching** to the School Principals by Chief Executive Officer on the effective use of techniques. The Chief Executive Officer will meet with the Principals and/or communicate formally and informally, at scheduled times and unscheduled, to share feedback and coaching on the school’s execution of the identified techniques.

- Reviewing and discussing the results of state and **iReady Assessments**. After shifting to remote learning as a result of the pandemic, we swapped out our paper-base Foundation Academy Interim Formative Assessments (FAIFAs) for iReady online assessments. iReady is an adaptive and analytical platform. It informs us of how much students are learning, where there are gaps and what may be the causes of those gaps in learning. Through engaging in regular dialogue with the Principals about these assessments, the Chief Executive Officer will clarify and communicate further the key learning outcomes that school is to achieve.
- Provide time and structure for Principal **Reflection** on student assessment results and Chief Executive Officer feedback to promote the improvement of Principal effectiveness over time. While for teachers, much of the process of communicating expectations takes place between the Principal and the teachers, for the Principal, the burden is largely switched. The Principal is responsible for proactively engaging in self-reflection on their instructional leadership practice and in reflecting on how to improve the school.

Evaluation Timeline and Processes

The Chief Academic Officer will evaluate Principals based on the following timelines:

- c) **School Walkthroughs** (Monthly) – The Chief Executive Officer and Chief Academic Officer will conduct walkthroughs of the school at least once each month. Novice Principals—those in their first year as a Principal within Foundation Academies—and Principals who are deemed to be in need of extra support, shall receive more frequent walkthroughs.
- d) **One-on-One Meetings between the Chief Academic Officer, and the Principal** (Bi-Weekly) – The Principals will meet One-on-One with his/her direct supervisor at least once every other week. During these meetings, the supervisor will provide the Principal with a thought partner, a source of support and a critical friend in reflecting on his/her leadership practice. Together, the supervisor and the Principal will agree on next actions to be observed over the course of ensuing walkthroughs.
- e) **Data-Driven Assessment Analysis Sessions** (Five Times Per Year) – The Principal and teachers will engage in deep analyses of student learning as measured by iReady at least three times each year. The results of the assessments, and the lessons learned from the analyses and the action plans agreed upon by teachers and the Principal will be the subject of extended “school-wide interim assessment analyses” sessions. The Principal and Chief Executive Officer will review the assessment data regularly as a mechanism for jointly assessing the health of the school and of the assessments as a tool.
- f) **Formal Evaluations** (Twice Per Year) – The Chief Executive Officer and Chief Academic Officer will provide the Principal in a scheduled meeting with a formal, written assessment of his/her performance twice during the year at Foundation Academies.
- g) As **Appendix F**, provide the board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems
Appendix G	Appendix G 2022 – 2023 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2022.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named "Appendix A Statements of Assurance" and upload it to Homeroom. See page 2 of the annual report template for submission details.

Statement	Confirm Compliance (Add ✓ or X)
Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	✓
Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et esq.</i>	✓
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	✓
Student Disciplinary Code The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.	✓
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the	✓

Statement	Confirm Compliance (Add ✓ or X)
individualized education program (“IEP”) recommended by a student’s IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i> , and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.	
Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i> , actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i> . Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	✓

School Official/School Lead

Signature of School Official (School Lead):

Date:

Print/Type Full Name: Sheria McRae

Title: Chief Executive Officer

Signatory Office (President, Board of Trustees)

Signature:

Date:

Print/Type Full Name: Kimme Carlos

Title: President, Board of Trustees
