



**Foundation Academy Charter School
Annual Report
2023**

Transmitted to:

**James Earle, Superintendent - Trenton Public Schools
Ambrose F. Duckett III, Superintendent - Eastampton Township Schools
Dr. David Gentile,, Superintendent - Ewing Public Schools
Dr. Rosetta Treece, Superintendent - Hopewell Valley Regional Schools
Ross Kasun, Superintendent - Lawrence Township Public Schools
Dr. Carol Kelley,, Superintendent - Princeton Public Schools
Dr. Chris Heilig, Superintendent - Rancocas Valley Regional Schools
Dr. Scott R. Rocco, Superintendent - Hamilton Public Schools
Dr. John Russell, Superintendent- Burlington City Public Schools**

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

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 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2023.” To submit the report, upload it to the subfolder “Annual Report 2023” 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 2023” 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 Tuesday, August 1, 2023. 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, 2023.

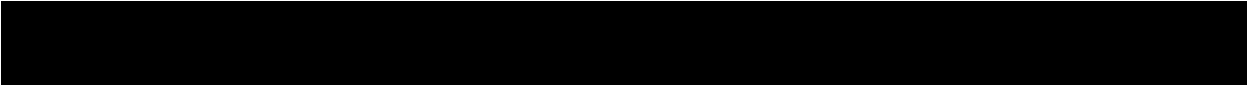
Basic Information about the School

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 2023-2024	K-12
2022-2023 Total enrollment as of June 30, 2023	1038
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	95
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	137
Projected enrollment for 2023-2024	1092
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	K- 168 1st - 106 2nd - 98 3rd - 113 4th - 98 5th - 95 6th - 91 7th - 80 8th - 61 9th - 92 10th - 26 11th - 14 12th - 2
Waitlist within the district/region of residence	971
Waitlist of non-resident district/region of residence	73
Website address	https://foundationacademies.org/
Name of board president	Richard Seigler-Carter (effective August 1, 2023)
Board president email address	rseigler@leveragedfoundation.org
Board president phone number	(347) 628-3613
Name of school leader	Sheria McRae
School leader email address	Smcrae@foundationacademies.org

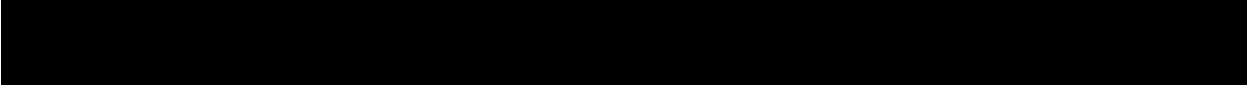
School leader office phone number and extension	(609) 356-4344
Name of Title IX McKinney-Vento District Homeless Liaison	Yvette Wade
Name of School Business Administrator (SBA)	Diana Ubaldo
SBA email address	Dubaldo@foundationacademy.org
SBA phone number	(609) 968-0879



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 Elementary Foundation Academy Middle School
Year site opened	2013
Grade level(s) served at this site in 2022-2023	K-8
Grade level(s) to be served at this site in 2023-2024	K-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



Site name	Foundation Academy Collegiate
Year site opened	2011
Grade level(s) served at this site in 2022-2023	9-12
Grade level(s) to be served at this site in 2023-2024	9-12
Site street address	22 Grand St
Site city	Trenton
Site zip	08611
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

Education 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) 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.
 - a. 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. We value each scholar, recognize their power, and validate their passions, and ensure they have a path to purpose.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. 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.
 - g. 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.

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 2021-2022 to 2022-2023.
Actual Outcome	Ex: In 2021-2022, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2022-2023, 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.

- d) **Not applicable.**

1.2 Curriculum

- a) 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

- a) 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.

Collaborative Practice. We expect our students to learn from one another. Guided Practice is used to increase the chances that students not only remember what they have learned, but also that they transfer that learning to new situations. An opportunity for each student to demonstrate his or her grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher observes students at work to determine the level of mastery and to provide feedback and remediation as needed.

Metacognitive Practice. We expect our teachers to teach students how to think about their thinking by examining and modeling (I do) what is required to achieve a specific learning outcome.

Collaborative Practice (We do). We expect our students to learn from one another. Guided Practice is used to increase the chances that students not only remember what they have learned, but also that they transfer that learning to new situations. An opportunity for each student to demonstrate his or her grasp of new learning by working through an activity or exercise with peers under the teacher's direct supervision. The teacher observes students at work to determine the level of mastery and to provide feedback and remediation as needed.

Independent Practice (You do). 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 "Gradual Release" model of teaching to ensure that lessons are student-centered, in grades K-12.

The Gradual Release Model is a best practice instructional model where teachers strategically

transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice.

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 “Gradual Release” model described above.

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

These schools also follow the Gradual Release Instructional model described above.

Service Learning

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 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 2022-2023 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 2022-23 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 were required to complete coursework via a teacher packet or google classroom virtually.

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 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

Student retention

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
# of Students	3	1	0	0	0	0	0	0	0	2	3	0	0

Students will enter the I&RS process where an intervention plan will be created in the areas of need.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 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.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2022

Assessment	Below (%)	On (%)	Above (%)
ELA K	85%	15%	0
ELA 1	82%	13%	5%
ELA 2	92%	6%	2%
ELA 3	70%	25%	5%
ELA 4	82%	11%	7%
ELA 5	87%	10%	3%
ELA 6	76%	13%	11%
ELA 7	70%	13%	17%
ELA 8	64%	23%	12%
ELA 9	67%	14%	19%
ELA 10	81%	8%	11%
ELA 11	75%	13%	12%
ELA 12	79%	15%	6%
MAT K	94%	1%	5%
MAT 1	96%	2%	2%
MAT 2	100%	0%	0%
MAT 3	97%	2%	1%
MAT 4	98%	2%	0%
MAT 5	99%	1%	0%
MAT 6	91%	8%	1%
MAT 7	88%	8%	4%
MAT 8	85%	11%	4%
Algebra I	100%	0%	0%
Geometry	61%	36%	3%

Assessment	Below (%)	On (%)	Above (%)
Algebra II	83%	17%	0%

Table 4b: Proficiency Rates on Local Assessments (% of Students) — End of Year Summative Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	4%	23%	73%
ELA 1	36%	18%	46%
ELA 2	42%	28%	30%
ELA 3	36%	39%	25%
ELA 4	61%	13%	26%
ELA 5	69%	20%	11%
ELA 6	58%	16%	26%
ELA 7	60%	13%	28%
ELA 8	43%	27%	30%
ELA 9	68%	14%	18%
ELA 10	77%	9%	14%
ELA 11	64%	15%	21%
ELA 12	N/A	N/A	N/A
MAT K	32%	24%	44%
MAT 1	58%	16%	27%
MAT 2	77%	11%	12%
MAT 3	78%	16%	6%
MAT 4	73%	21%	6%
MAT 5	86%	9%	5%
MAT 6	70%	21%	9%

Assessment	Below (%)	On (%)	Above (%)
MAT 7	80%	11%	9%
MAT 8	64%	19%	17%
Algebra I	75%	6%	19%
Geometry	64%	27%	9%
Algebra II	61%	27%	12%

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	

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3	15%	21%
ELA 4	18%	38%
ELA 5	16%	22%
ELA 6	19%	24%

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 7	40%	31%
ELA 8	34%	46%
ELA 9	41%	38%
ELA 10	N/A	N/A
MAT 3	8%	11%
MAT 4	6%	5%
MAT 5	6%	2%
MAT 6	8%	6%
MAT 7	12%	11%
MAT 8	N/A	N/A
Algebra I	10%	7%
Geometry	4%	5%
Algebra II	N/A	N/A

- 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.

f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2022-2023 year.

- iReady Math and Reading in K-12
- 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 the school's process for selecting the locally administered assessments. Explain how they align to NJSLA and the school's chosen curricula.

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.

i) Compare student results on locally administered assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

23% of students were proficient in ELA compared to 31% on the NJSLA. The difference in percentage can be attributed to the proficiency formula for the local assessment being dependent on the time of the school year in which it was administered, as well as the modification of proficiency standards on the Spring 2022 NJSLA.

13% of students were proficient in Math on the local diagnostic compared to 6% on the NJSLA. This can be attributed to grades K-2 making the most growth, but not taking the NJSLA.

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

Assessment results were made available to stakeholders via interactive and shareable data visualizations.

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
Sheria McRae	Chief Executive Officer	July 1, 2022	\$175,000
Diana Ubaldo	School Business Administrator	July 1, 2022	\$109,990
Natasia Cooper	Chief Academic Officer	July 1, 2022	\$145,000

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)	92%
Elementary School Attendance Rate (grades K-5)	92%
Middle School Attendance Rate (grades 6-8)	94%
High School Attendance Rate (grades 9-12)	91%
Student - Teacher Ratio	14:1

- 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 2021-2022 to 2022-2023	2021-22 (73%) 2022-23 (73%)
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	2021-22 (68%) 2022-23 (70%)
Frequency of teacher surveys and date of last survey conducted	Twice a year. April 16, 2023
Percent of teachers who submitted survey responses	73%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	57%

- b) What were the three main positive aspects teachers identified in the latest survey?
- a. Teacher Compensation
 - b. Hiring Process
 - c. Academic Expectations
- c) What were the three main challenges that teachers identified in the latest survey?
- a. School Operations
 - b. Evaluations
 - c. Family and Community Engagement
- d) Fill in the requested information below regarding the school's discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	82	8	0
1	85	8	0
2	86	9	0
3	83	0	0
4	83	7	0
5	84	9	0
6	82	19	0
7	83	25	0
8	83	21	0
9	82	33	0
10	77	20	0
11	62	13	0
12	75	14	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	2 per year
Date of last parent/guardian survey conducted	March 28, 2023
Percent of parents/guardians completing the survey (consider one survey per household)	35%
Percent of parents/guardians that expressed satisfaction with the overall school environment	52%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Overall satisfaction
 - School support
 - School culture
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Household communication
 - Organizational support
 - Additional academic support
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

During the 2022-2023 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 be involved in the process of safely returning to school. As the year progressed, we were able to shift to hosting events in-person in most cases.

New Parent Orientation was held in-person prior to the beginning of the school year to orient the parents with academic and cultural expectations for their new students.

K-8 Back to School Nights were held in-person 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.

Our annual **100 Men Welcome** 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.

Throughout the course of the year, The Primary School (grades K-2), celebrated specific literacy events such as **National Author's Day** in November, **March Madness reading and sight word tournament**. Students and families participated in several Friday morning **DEAR (Drop Everything and Read)** events. 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. Parents were invited to attend **quarterly awards ceremonies**, a **Trunk-or-Treat, Snack & Craft**, and **Move-up days for each grade**, all held in-person.

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, Sky Zone and an **outdoor Field Day** hosted in our school parking lot/ and Field. 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 in person **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**.

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, personal circumstances and other life events that impacted family finances.

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. Two **ninth grade concerts** were held in the Foundation Academy Collegiate athletic center. Students organized and participated in **Hispanic Heritage Night**, an in-person event open to families and the community . Performances were conducted by students in grades 9th-12th.

- 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.

The Foundation Academy Council Team (F.A.C.T.) Parent Organization hosted an **in-person family appreciation event** that included a dance contest, free haircuts, and free makeup.

- 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.
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.
Upward Bound	Mercer County Community College	<p>TRIO Upward Bound provided services and activities that support individual student success. These services included:</p> <ul style="list-style-type: none"> Supplemental academic instruction After school tutoring Cultural enrichment activities College visits Peer and Group counseling SAT preparation ACT preparation College application and financial aid instruction
Early College Experience	The College of New Jersey	This program provided an immersive early-college experience for scholars to experience course-work, commuting and on-campus lifestyle for an unique 2-week experience.

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Young Scholars Institute	College Tour	15 students attended YSI fall overnight tour to Washington D.C.

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.
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.
Greater Trenton College Access Network	Strengthen college-access and workforce development programming to help students from underserved communities navigate the path to and through higher education and vocational training.	2 staff members involved in TCAN committee; access to resources for all high school students. 2 hour meetings monthly
Smith Family Foundation of NJ	College Care Package Event (In Person @ SFFNJ)	Approximately 60 seniors each received a care package donated by SFFNJ to graduating seniors. Two staff members coordinated.
Futuro	HS College Preparation	One Latinx student currently attends meetings at this advocacy based organization for 1-3 hours per week.
Homeworks	After School Residential Program for Trenton City female students	Presentation for MS and HS staff; 5 FA students have been invited to participate.
KinderSmile	Dental screening, teeth cleaning, and dental hygiene education	24 students in K-7 had a dental risk screening, teeth cleaning, dental hygiene education, and were given referrals for extended dental care.

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
NJM	Mentorship program for students exploring careers in business and or the insurance industry	Approximately 10 students were active participants throughout the year. They visited NJM corporate headquarters twice per month for half a day. During their visit they were partnered with mentors who exposed them to their field of interest. Three staff members coordinated the program totaling approximately 8 staff hours per month.

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 2023
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	June 7, 2023
If applicable, date of the latest evaluation of the charter school's contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board's evaluation tool for this contracted organization as Appendix D)	N/A

- b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.

Not applicable.

- c) List the critical policies adopted by the board during the 2022-2023 school year.

- 5131.1P Harassment, Intimidation and Bullying

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

- Board committee structure
- Board communication flow
- Clarity of mission

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

- Employee recruitment and retention
- Planning for expansion while improving achievement of current students
- Continued impact of learning loss caused by Covid-19

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	Member	Twkent@princeton.edu	9/28/11	10/18/2010 10/24/2011 1/1/2013 6/29/2017 1/28/2023
Stacy Denton	2/27/20	6/30/22	Member	dentons@mccc.edu	3/24/20	6/5/2020 2/16/2021 2/16/2022 3/24/2023
Kimme Carlos	11/22/19	6/30/22	President (Ending 7/31/23)	kimmecarlos@gmail.com	12/27/19	6/22/2020 3/9/2021 2/16/2022 3/24/2023
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	6/1/222	6/30/25	Member	toneb@transformationchurchnj.org	pending	7/11/2023
Richard Seigler-Carter	3/1/22	6/30/25	President (beginning 8/1/23)	rseigler@leveragedfoundation.org	3/25/2022	9/7/2022
Al-Lateef Farmer	10/1/21	6/30/24	Member	ADTQTF@hotmail.com	11/02/2021	9/11/2022
Carl Seiden	7/1/21	6/30/24	Member	carl@seidenstrategies.com	6/25/2021	6/20/2022 02/15/2023
Duncan Harrison	8/1/23	6/30/26	Member	dharriso@princeton.edu	pending	pending

- 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/>

- 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 (OCHR) repository.

June 2023

- d) Pursuant to *N.J.S.A. 18A:36A-15*, Complaints to board of trustees, please provide as **Appendix E** 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 2022-2023.

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	December 15, 2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	February 24, 2023
Date and location of the lottery for seats in school year 2022-2023	3/9/2023, Youtube Live

- b) Provide the URL to the school’s application for prospective students for the school year 2022-2023. As **Appendix F**, 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 2022-2023.

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 2022-2023 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.

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.

- g) Explain the school’s enrollment backfilling policy, then, as **Appendix G**, include the school’s board-approved policy.

When all available spaces in the school are filled, two waiting lists will be kept:

1. A district of residence or region waiting list; and
2. A non-resident waiting list.

Each list shall be composed of applicants selected by lottery and listed in the order in which the name was drawn. As space becomes available students will be contacted and offered admission in the order in which their names appear on the list. Students from the district of residence or region and siblings of existing students shall be offered admission first. Nonresidents shall be offered admission when there are no resident applicants for the space available.

All school waiting lists shall expire annually and all waiting applicants subject to reapplication.

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 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	4	84	80
1	4	88	84
2	4	84	80
3	3	81	78
4	1	86	85
5	2	87	85
6	4	84	80
7	4	86	82
8	7	87	80
9	6	82	76
10	5	81	76
11	3	67	64
12	4	78	74

- 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 Elementary School Foundation Academy Middle School
Facility lease information	N/A
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2022-2023 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, 2023	\$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	7/31/2050
2022-2023 annual lease cost	\$874,666
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2023	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	\$874,666
Total lease amount budgeted for 2023-2024	\$878,306

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2023-2024	0
Mortgage payment interest budgeted for 2023-2024	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** (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 H**, 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.

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 Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Board policy for the establishment of a grievance committee
Appendix F	Appendix F Admissions Application (Language)
Appendix G	Appendix G Board policy for enrollment backfilling
Appendix H	Appendix H Board resolution approving the teacher and school leader/principal evaluation systems
Appendix I	Appendix I 2023 – 2024 School Calendar
Appendix J	Appendix J Organizational Chart
Appendix K	Appendix K Promotion/Retention Policy
Appendix L	Appendix L Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2023.” Save each appendix by the file naming convention provided in the second column of the above table.