



PRIDE ACADEMY CHARTER SCHOOL

Annual Report 2020-2021

Copies of this report were transmitted or mailed to the following entities:

1. Commissioner of Education (Online via email to NJDOE and via Homeroom)
2. Executive County Superintendent (Online via email)
3. Board of Education of District of Residence – Newark, NJ (Paper Copy via Certified Mail)
4. Board of Education of District of Residence – East Orange, NJ (Paper Copy via Certified Mail)
5. Board of Education of District of Residence – Orange, NJ (Paper Copy via Certified Mail)

**SUBMITTED BY:
August 1st 2021**

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Basic Information about the School

Basic Information (Table 1)	
Name of School	Pride Academy Charter School
Grade Level(s) to be served in 2020-21	5 th , 6 th , 7 th & 8 th Grade
2020-2021 Enrollment Count (as of June 30 th , 2021)	300
Projected Enrollment in 2021-2022	300
Current Waiting List for 2021-2021	188
Website Address	www.prideacs.org
Name of Board President	Robert L. Mitchell II
Board President email	Rmitch71@gmail.com
Board President phone number	973-672-3200
Name of School Leader	Fiona Thomas
School Leader email address	fthomas@prideacs.org
School Leader email & phone number	973-672-3200 ext.201
Name of SBA	Charlene Jones
SBA email address	cjones@prideacs.org
SBA phone number	973-672-3200 ext. 215

School Site Information

School Site Information (Table 2)	
Site Name	Pride Academy Charter School
Year Site Opened	2008
Grade Level(s) Served at Site in 2020-21	5,6,7,8
Grade Level(s) to Be Served in 2021-22	5,6,7,8
Site Street Address 1	117 Elmwood Ave
Site City	East Orange
Site Zip	07018
Site Phone Number	973-672-3200
Site Lead or Primary Contact's Name	Fiona Thomas
Site Lead's Email Address	fthomas@prideacs.org

Education Program and Capacity

1.1. Mission and Key Design Elements

A-B: Mission Statement and Core Beliefs

Our School Mission Statement is:

“Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their future and the world.”

Our Core Beliefs are:

We believe that students of all abilities will thrive in a peaceful learning community that values peace, respect, integrity, determination, and empathy for others.

We believe that by serving individual academic needs through a cohesive skill-centered curriculum, untapped student potential will be realized.

We believe that a culture which prizes goal-setting, positive choices and perseverance will equip students with the skills and mindset needed to seize future educational opportunities.

We believe that by questioning, seeking, understanding, and responding, all members of our school community will be active participants in the life-long learning cycle essential for growth

We believe that by deliberately honoring accomplishments while continuously setting new challenges, students gain the courage, confidence, and competencies needed to take academic and leadership risks.

We believe that adults teach students with their actions. All members of our school community, including administration, faculty, and parents, must live and embody the values which the school seeks to instill in its students.

We believe that through critical examination and active response to challenges facing our community, students are best able to comprehend the interconnectedness of life and the power of the individual.

We believe that within all students lies the power to shape their own future by making positive choices today.

The core tenets of the school’s Mission and beliefs drive our instructional practices and contribute to creating and sustaining a high performance learning culture based on reflective practice, a growth mindset, core values, and setting SMART goals for high academic achievement. The following are sample practices that we have established and fostered at Pride Academy:

- Use of data to inform instructional decision-making beyond scheduled school wide interim benchmark assessment cycles to daily checks for understanding, weekly Mastery Checks for Understanding, and trimester mid-point progress report and end-point report card targets. Teachers engage in a rigorous process of data analysis involving takeaways, deep level analysis, development of action plans for re-teaching, reassessment, and reflection on action plan performance outcomes.
- Use of differentiated instruction for both remediation and extension of learning and to accommodate a diverse range of learning needs and styles.
- Use of a co-teacher model that provides for two certified subject specialized teachers and/or with Special Education certification in LAL and math classrooms.
- Use of an inclusion model of classroom organization and instruction in order to deliver the least restrictive and most appropriate educational opportunities for our Special Needs population.
- Infusion of research based culturally responsive teaching practices to guide selection of unbiased texts, materials and units of study that reflect and respect our students' cultural identities and support greater continuity between home and school cultures, foster varied learning arrangements, provide hands-on experiential and cooperative learning experiences, and deliberately build student motivation and engagement in school and their own academic achievement.
- Use of the PACS Learning Cycle in curriculum design, lesson and unit planning, lesson delivery at the classroom level to cultivate and strengthen high order thinking and habits of mind. The principle behind the cycle is that meaningful learning involves an interactive process during which learners formulate questions and hypotheses (questioning), search for and evaluate sources of information (seeking), articulate what they comprehend (understanding), and actively respond to the newly acquired knowledge (respond). This response to knowledge will in turn require new questions, more searches for information, a deeper level of comprehension, and another response.
- Use of consistent reflective practice and self-assessment. Teachers engage in this process of evaluation during meetings focused on data analysis, collaborative sharing of best practices and study of artifacts such as lesson plans, homework assignment, and assessment tools. Students are taught to engage in this practice by creating SMART goals, tracking their progress towards meeting these goals, and making action plans for growth.
- Parents and community involvement as active participants in their child's learning and achievement through consistent communication of results, invitations to witness and celebrate school wide and classroom based performance exhibitions of learning, and invitations to participate in family learning experiences.
- Motivational and inspirational public rituals, recognition, and messages that teach and celebrate what a culture of a high achievement looks and sounds like;
- Practice of the core values on a daily basis to ensure that our school maintains a structured, peaceful and supportive learning and teaching environment.

- Offering a diverse extracurricular array of activities that changes based on staff talent and students' interests including athletic games (flag football, basketball, soccer), track, cheerleading, chess, Art, music, Dreamality Choir, African Dance, League of Leaders, and Project Pride activities.

C: Mission Specific Goals

From its conception, Pride Academy Charter School has been “dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service...” To that end, we implemented a SMART goal that marries the rigorous academic thinking demanded of being skillful in applying the four PACS Learning Cycle habits of mind with two other important goal areas fundamental to our Mission at Pride Academy: service and leadership. The goal was to involve students at all grade levels in the completion of grade level Project Pride Service projects through the use and application of the PACS Learning Cycle steps, which are Questioning, Seeking, Understanding and Responding.

For many years, our scholars have been creating and implementing service projects addressing a variety of social issues. Fifth graders developed projects around the topic of Health; sixth graders focused on Poverty; seventh graders focused on Violence; and eighth graders focused on Education. During the 2019-2020 academic year, a Task Force Committee worked to examine and determine ways that the PACS Learning Cycle could best be presented, taught, and applied at Pride Academy. The findings of that 2019-2020 Task Force are listed below and guided this year's Project Pride program.

- In presenting and teaching about the PACS Learning Cycle habits of “Questioning”, “Seeking”, “Understanding” and “Responding”, the Task Force recommended that “Responding” would change to “Applying.”
- Instead of having scholars participate in Project Pride through extra-curricular activities, it would be folded into existing curriculum and units of study in core subject classes.
- To increase the number of students involved in applying the PACS Learning Cycle, as well as increasing the amount of time learning and applying the habits, students will develop proposals for service projects as part of their class requirements. The top three to five proposals for each grade and topic will be presented and voted on to determine which project would be taking place the following year.

In accordance with the findings of the 2019-2020 Task Force, subject area teachers were asked to include Project Pride into their plans for instruction at some point during the 2020-2021 academic year. Due to high rates of COVID in the communities the school serves, Pride Academy began the year with remote learning which continued for the majority of students for the remainder of the school year. At the end of December, subject area teachers expressed their concerns about being able to cover all the standards they are required to cover in their courses given the many challenges that remote learning presents. In order to support teachers and provide them with the instructional time needed to meet their curriculum goals, it was decided that Project Pride would not be part of subject area courses, but instead would be presented through Pride H.E.A.L.S. Pride H.E.A.L.S. is a course that was created to replace the Technology class during this year of remote learning. For one trimester per grade level, the class would provide scholars with social-emotional learning that would help them discuss and manage all the feelings related not only to the isolation of quarantine, but

also the feelings related to the events that took place in our country at the end of the school year. The death of George Floyd, Breonna Taylor, Ahmaud Arbery and more ignited the Black Lives Matter movement and changed the country forever. Nowhere was the impact felt greater than in Black families, and most especially with Black and Brown children. Pride H.E.A.L.S., which stands for “Helping to Encourage Awareness, Love, and Solidarity”, supported our scholars cope with their many feelings by engaging them in critical thinking activities and problem solving that would empower them and build self-esteem.

In addition to the topics of Identity, Managing Feelings, and Race, Pride H.E.A.L.S. also introduced the four steps of the PACS Learning Cycle through the lens of their respective Pride team namesake heroes. Students were introduced to the steps as ones that each of the heroes would have used as anti-hate activists themselves. For example, the 6th grade Parks team looked at how Rosa Parks would have begun with questions where she might have sought answers, what understandings she would have arrived at, and then what actions took to make a difference in the world. Each student was then given the choice of working alone or in partnership groups that would work together to implement the thinking habits of the PACS Learning Cycle to develop a do-able action plan to help make a difference in the topic they chose under their area of focus (Health, Poverty, Violence, Education).

Because the shift to Pride H.E.A.L.S took place after December, this means that 5th graders who had Pride H.E.A.L.S during the first trimester were not able to do Project Pride proposals this year and therefore the goal was not met for the 5th grade. Throughout grades 6-8 approximately 60 slide presentations were created. From each of these, faculty decided on finalists for each grade to be voted on by the students for implementation the following academic year (2021-2022). The winning proposals that were selected by students are “Homeless Needs” by 6th graders addressing Poverty, “Black Lives Matter” by 7th graders addressing “Violence”, and “How Menstruation Impacts Education for Girls in Underdeveloped Countries” by 8th graders addressing “Education.”

Throughout the year, members of the Task Force met to evaluate proposed changes and identified the following recommendations for the 2021-2022 academic year:

- While preparing and supporting students with their proposals, it became clear that the best description for that final step was not “Responding” or “Applying” but “Acting.” The word “Act” sends a stronger message of doing something, which is our ultimate goal. The word “apply” felt too academic and classroom-bound. The word “act” lends a sense of creating change anywhere, inside the classroom and beyond. Therefore, from now on the steps will be presented as “Question”, “Seek”, “Understand”, and “Act.”
- In 2019-2020, the Task Force also recommended a name change from PACS Learning Cycle to something that would not imply that the habits must follow a certain set order. Upon seeing the school mission of student leadership and service manifested through the service projects developed by Pride scholars, the name that was decided on was “Pride Plan of Action.” “Pride Plan of Action” provides scholars with a sense of empowerment and an opportunity to make a positive impact and address issues that challenge their community and the world.

- As stated earlier, teachers shared concerns about being able to meet the curriculum goals of their subject areas if they were also required to include a Project Pride service project unit in their course work. Additionally, upon review of the 2020 NJSLA Computer Science and Design Thinking objectives, we felt that Project Pride's unique challenge to students to investigate and make a difference in societal problems would align perfectly with the vision of Computer Science and Design Thinking which aims for all students to "develop and apply computational and design thinking to address real-world problems and design creative solutions." With its emphasis on using online research tools to explore information and with the method of crafting student proposals via the technological platform of informational slides, Project Pride fits well with our current Computer Science and Technology curriculum goals.

For the coming year, we would like to implement the strategies proposed by the Task Force Committee and continue to re-evaluate the effectiveness of the recommended changes.

Mission Specific Goal Format (Table 3)			
Mission-Specific Goal	By the end of each school year, students in all 4 grade levels including special needs and LEP students, will be involved in applying, presenting or learning about the use of the four steps of the Pride Plan of Action (<i>question, seek, understand, and act</i>) in the design and implementation of a project-based service learning event based on grade level assigned service project topics.		
Measure/Metric	<ul style="list-style-type: none"> Count of service learning events/projects that students design and utilizing the 4 target skills/habits of the Pride Plan of Action. Count of service projects implemented based on the projects voted upon the previous year. 		
Target	By the end of each school year, students at Pride will be exposed to the application of the "Pride Plan of Action" in designing and executing at least 4 school-wide events based on grade level service learning and social justice topics.		
Outcome	Grade	2020-21 Baseline	TARGET for 2021-2022
	Grade 8	* 1 service event developed and proposed - GOAL MET * PACS Learning Cycle Applied - GOAL MET * Committee members will provide feedback on the effectiveness of the proposed changes. - GOAL MET	* 1 project will be selected from among developed proposals voted upon by the grade level. * Pride Plan of Action applied * Service project voted upon during the previous year implemented.
	Grade 7	* 1 service event developed and proposed - GOAL MET * PACS Learning Cycle Applied - GOAL MET * Committee members will provide feedback on the effectiveness of the proposed changes.- GOAL MET.	* 1 project will be selected from among developed proposals voted upon by the grade level. * Pride Plan of Action applied * Service project voted upon during the previous year implemented.
	Grade 6	* 1 service event developed and proposed - GOAL MET * PACS Learning Cycle applied- GOAL MET * Committee members will provide	* 1 project will be selected from among developed proposals voted upon by the grade level. * Pride Plan of Action applied * Service project voted upon during

		feedback on the effectiveness of the proposed changes. - GOAL MET	the previous year implemented.
	Grade 5	* 1 service event developed and proposed- GOAL NOT MET * PACS Learning Cycle Applied - GOAL NOT MET * Committee members will provide feedback on the effectiveness of the proposed changes. - GOAL MET	* 1 project will be selected from among developed proposals voted upon by the grade level. * Pride Plan of Action applied * A service project related to the topic of "Health" conducted

1.2. Curriculum

The 21st century calls for the need of all students to be innovative thinkers and problem solvers. Students need to be on a trajectory where they perform at high standards and acquire or grow in mastery of rigorous core subject material. Students are charged with the responsibility to develop cognitive and social skills that enable them to deal with the high demands of our time. Therefore, teachers must be committed to designing quality and relevant lessons that will foster student agency and significant gains in all areas; thus equipping students with knowledge, life and career skills, learning and innovation skills, critical thinking and problem solving, media awareness, and technology skills, along with various other skills so they can develop strong, positive learning mindsets and be successful.

In an effort to continuously respond to the needs of our time and students, Pride Academy Charter School has established a curriculum that is rooted in the NJSLs for the subject areas of Mathematics and English Language Arts (ELA) in all grade levels. These standards are heavily supported in other content areas, specifically, Science and Social Studies. Additionally, the Science curriculum has continued to transition to full implementation of the Next Generation Science Standards across all grade levels. Social Studies, Performing/Visual Arts, Physical Education/Health and Technology content areas utilize a curriculum aligned to the New Jersey Curriculum Content State Standards and when appropriate, New Jersey Student Learning Standards are integrated so that learning is enriched for all learners.

Pride Academy ensures that curriculum is aligned to the state standards through a variety of ways:

1. Lesson Plans. Teachers are required to routinely submit lesson plans on a two-week cycle rotation for the duration of the school year. Each plan must be fully detailed and identify the standards being addressed throughout the lesson. Subsequently, in each lesson, teachers must craft SMART objectives that are derived from the state standards. Students are assessed on their growth in mastery of these objectives. Through the collection and analysis of data, teachers and students gain insight of progress towards meeting objectives and meeting learning targets identified in the standards. Lesson Plans are reviewed with a rubric, where specific 'look fors' in various categories are evaluated on a level ranging from partially effective to highly effective. These areas include but are not limited to objectives, instructional delivery, cultural relevance, special education modifications and accommodations, NJSLs and/or NJCC state standards to name a few.

2. Unit Plans. Through the Understanding by Design approach, teachers utilize backwards design to create dynamic units that emphasize knowledge and understanding in ways that extend learning to meaningful expression of thinking and skill. Teachers are required to provide a map of their unit plans, along with content goals and pacing considerations, using trimester calendars based on the Pride school year term.

3. Interim Assessments. In the areas of Math, ELA, Science and Social Studies interim assessments are administered to students during each trimester. Each assessment consists of questions that address the learning targets of specific standards. Once assessments have been scored, teachers are able to receive data that reflects how students performed according to each standard. Data planning and analysis meetings are facilitated for teachers to examine the results more closely. If standards are not met successfully, teachers engage in action planning with other members of the team. Results from interim assessments are shared school wide via individual student reports, teacher-student conferences, communication to families, and classroom data walls. Additionally, cross-curricular content area teachers support student growth in performance with specific standards as needed and appropriate in their content.

1.3. Instruction A-B

High quality instruction is instruction in which all learners are engaged with grade-appropriate content through the use of methodologies that empower students with responsibility and agency in their own learning while clearly marking out the expectations for behavioral and academic success. High quality teaching is a range of methods skillfully applied that will bring about the student behaviors and actions necessary for learning. In the classroom, teachers create conditions in which student voices are amplified and learners are committed to invest consistently in the learning process.

Some key instructional practices that are utilized to support this definition of high quality instruction include but are not limited to the following:

- communication of clear, standards-based objectives for rigorous learning and high expectations behavior that are presented to the students throughout the lesson;
- use of a range of formative assessments and performance exhibitions of learning and delivery of ongoing and timely feedback on student progress in meeting target objectives and expectations;
- use of differentiated and tiered instruction, parallel teaching, collaboration, stations, cold-calling, think-pair-share, and a variety of other strategic best practices to create and bring forth rigorous questioning, promote critical thinking and depth of learning that can be found in resources key resources such as Teach Like a Champion 2.0 and the EL Education Appendix: Protocols and Resources;
- engagement of students in data tracking and analysis, self-assessment and reflection on their learning in individual and collaborative settings;
- use of culturally responsive and restorative justice pedagogy to create high operational and student-centered classroom environments;
- use of a range of strategies and pathways to involve parents and extended family members in their children's academic and social-emotional development;

- providing workshops, peer support, and administrative support in creating and using relevant student data for teaching or re-teaching units at differentiated levels;
- providing feedback on lesson plans as well as provided with resources for how to enrich their units and instructional practices;
- requiring teachers to create two rigorous and relevant SGO's as well as meet with an administrator periodically to report on the progress towards meeting these goals;
- creating opportunities for teachers to participate in quarterly Interim Assessment design and data analysis;
- students are assessed in English Language Arts, Math, Science and Social Studies, and all core content teachers are a part of the teach or re-teach planning in order to promote student growth within each subject and maximize interdisciplinary connections;
- providing teachers with at least three 45 minute formal observations with built in times for pre-observation and post-observation conferences per year, in addition to informal observations and walkthroughs targeted on specific instructional areas and teacher professional growth goals;
- teachers receive support through weekly consultation meetings with the Special Education Coordinator to ensure that appropriate modifications and accommodations are provided for scholars who receive them as outlined and identified in their IEP's/504 plans;
- teachers are encouraged to engage in peer observation and exchange best practices during bi-weekly department and grade level meetings in ELA and Math;
- teachers engage in research and PLC discussions to discover and utilize the best curriculum resources to support instructional efforts and participate in the process of formalizing and developing our curriculum in the areas of Math, ELA and Science;
- design and delivery of 8-10 full days of on-site professional development during the weeks leading up to the first day of school for all staff supporting their growth as highly effective teachers/staff members, as well as providing professional development opportunities on a weekly/bi-weekly basis and full day/half-day opportunities throughout the year.

1.3. Instruction C

How has the school made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

1.3. Instruction C: How has the school made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

During the months of April 2020 to August 2020, we worked collaboratively and creatively with all stakeholders with invitation for and consideration of their input, feedback and needs through surveys and Zoom meetings to design an instructional program, schedule, and delivery system that would work effectively in remote and in-person settings and ensure all stakeholder's safety and well-being. Planning involved setting up the infrastructure to seamlessly pivot between remote and on-site instruction

based on the prevailing COVID-19 related health and safety needs during the Fall and Winter trimesters. Due to the surges in COVID-19 infection rates, the RED zone classification with regard to health risk in East Orange, and lack of open access to vaccination until late March-May of 2021 when teachers and school personnel working in Essex County were provided with priority vaccination locations regardless of age brackets, our school followed the decisions of our district of residence schools with regard to reopening and remained Remote-only until late April 19th 2021.

In preparation for our reopening, during the months of February to May, we revisited and revised our original reopening 2-phase plan for in-person instruction, created detailed Staff and Parent Manuals and visuals of classroom and Common Areas set up according to the original CDC guidelines that described all aspects of the academic program, schedules, health and safety measures and procedures, teacher, scholar and parent expectations. Additionally, we set up our instructional spaces with technology that included 1:1 laptop exclusive-use devices, class microphone systems, chrome casting, repaired and updated our ventilation systems and installed air purifiers, and prepared and trained in-person teaching staff, custodians, students and parents for our reopening. A driving force was to create a structured, controlled, and effective teaching and learning experience that provided all stakeholders involved with a level of confidence with regard to safety, contact tracing capacity, screening and testing, and design of cohorts that included students with the highest level of support needs based on all of the data tracking and information gathered throughout the year.

Some of the strengths related to the way in which we developed and rolled out our In-Person program during the last few months of school that we have been able to leverage for our Summer School program and develop as we prepare for full day and full time in-person schooling in the Fall, include the following:

- The level of frequent, open, compassionate, and empathetic communication with our stakeholders over the course of the COVID-19 Pandemic months of school during the 2019-2020 and 202-2021 school year have allowed us to build a high level of trust and confidence in our teachers, parents and Board members in the fundamental fact that all our decisions have been driven by our goal to create a safe return to school for all stakeholders with our priority focus on physical, social, emotional and mental health and well-being and informed by these guiding questions and principles:
 1. **Safety:** Does our plan contain the safest possible in-person learning model for all stakeholders at this time, given the level of continued RED level of COVID-19 risk, concerns for health and wellbeing expressed by our parents and staff, and capacity in the building to support all CDC guidelines including 6 ft social distancing in classrooms, hallways and common areas?
 2. **Equity:** Is our plan equitable for all stakeholders and students in all sub-groups?
 3. **Opportunity:** Are we leveraging opportunities and innovative practices for learning that include but are not limited to Social Emotional Learning, culturally responsive teaching, antiracist policy, and procedure making, building relationships with students and families, and implementing an effective and accessible Remote Learning instructional program that we can readily pivot to?
 4. **Compliance:** Does our plan meet all NJDOE regulatory guidance and CDC in all 10 Critical Components for Restart and Reopening?

We believe that this history and experience of confidence in our approach, plans, and procedures established this current year will remain and support the transition of all our students, their families and our staff to full time, full day reentry to school in the Fall.

Additional strengths that we can leverage as we prepare for and enter the new school year include the following:

- This year the need for communication to be timely, consistent, and published in multiple ways to ensure that it reached the greatest number of people, whether that be parents, staff or students, became even more important. Letters, Robo-Alert voice, email and text messages and memos, monthly Parent Newsletters, Google Form surveys, sharing of video taped messages, posting information on our school Website, scheduling Zoom meetings and conversations, and publication of online Parent/Student and Staff manuals as resources of information were among some of the ways in which information, updates, invitations for input and feedback, polling of needs assessments, and health and wellness checks were delivered and accessed by stakeholders. The use of Zoom conferences and meetings with parents, students and staff has allowed us to increase accessibility and meet more needs with regards to schedules and availability. Our hope is to continue to use these methods in conjunction with in-person interactions, mailings and school-home delivery via students.
- Over the past 13 months of school, we have implemented new social-emotional learning and wellness curricula and programs delivered during biweekly advisory homeroom-zoom meetings with their homerooms and parent workshops. School social workers also delivered additional No One Eats Alone programming provided through a community partnership with WellCare Health Insurance Plans of NJ. that we hope to develop in the coming year.
- Wellness and trauma-informed counseling and self-care resources and practices were shared with staff on a weekly basis through the Sunday evening email Weekly News for all staff and to parents in the monthly Parent Newsletter. This will be continued into next year and expanded by creating materials that can be picked up by parents during Report Card and Progress Report nights, Back to School Nights and parent workshops.
- An important part of our school culture and climate at Pride Academy involves gathering in the morning for an assembly during which students and all staff would hear a greeting, motivational and informational message designed to inspire, teach and deepen our knowledge about the teachers/staff presenter. We were able to sustain this ritual during the year by dedicating a daily Morning Zoom room period in the schedule where teams would log on for a wellness check, advising, presentation of Weekly Student Pride Scholar and Most Determined awards, and a Morning Video Message delivered by one of our teachers/ staff members. By the end of the year, every staff member had delivered at least one video message and was heard and seen by our whole community. We were able to maintain a strong sense of school family identity and motivation with creation of these weekly faculty-designed video messages to replace traditional whole school morning assembly talks. We now have an online library of very professional, culturally relevant, compelling and engaging videos that touch on topics ranging from self-care to social justice to joyful community celebrations to wise life lessons we can use in the coming year and also expand. Given the continued need for social distancing next year, we will need to continue to deliver our Morning Meeting/Assembly in individual homerooms since we will not be able to gather as a whole school as we did in the past and leverage the opportunity for all staff members and parents, who may not regularly

- be present for in-person Morning Assembly, to present and also to experience the event.
- We continued our Project Pride service tradition by hosting research-driven Google slide pitches by students for future community service projects to be implemented when in-person. Students voted on final winners which included a project to fight against international period poverty for female students, a Black Lives Matter day of awareness and solidarity, and a fundraising and donation drive geared towards helping our homeless neighbors that will provide us with a strong starting to the coming year.
 - We continued to address social justice issues that included an examination of racism and police brutality, and Black Lives Matter movement via an in-depth Conversation About Race on Zoom with parents and staff, sharing resources (books, videos, webinars) with staff throughout remote learning and the summer, convening a staff Race and Justice Committee which planned and presented several workshops during the year that will be continued and scheduled for in the coming year. In addition, during the summer 2021, staff examined and revised the current ELA curriculum to be deliberate in addressing social justice issues related to racism, gender identity, health, education, etc., and engage students in texts from diverse authors, fostering gender equality, and antiracist teaching.
 - The creation and implementation of a new anti-hate studies course, Pride H.E.A.L.S. for grades 5-8. Pride H.E.A.L.S. (Helping to Encourage Awareness, Love, and Solidarity) was aimed at exploring 4 critical areas of identity, diversity, social justice and action. The course culminated in student-created anti-hate messages as well as the incorporation of lessons in personal interactions with others and can be potentially used and developed in the coming year in the form of providing resources, curricula, and opportunities for staff to incorporate into their Unit Plans, infuse into our Project Pride initiatives and deliver through extracurricular activities.
 - We leveraged and created opportunities to explore, try-out, and implement different technologies, apps, and online options to enhance learning remotely and physically (eg: virtual dissections, accessing diverse and more relevant texts through Actively Learn.) that we can move forward with enriching and building into our in-person instructional program next year.
 - Professional learning Community style after school staff meetings (eg: grade level, department and Special Education) were regularly scheduled through Zoom meetings. Given the anticipated continued need to be flexible with regard to staff work/home life needs and responsibilities, the convenience and structure of staff being able to participate by accessing on-site meetings from home etc. is a practice that we are fully prepared to pivot to if necessary.
 - The Implementation of after school virtual study hall and office hours to provide access to tutoring, support, motivation, and guidance for all students with an emphasis on students who needed extra support can be adapted and used as accelerating learning opportunities. Given the anticipated continued need to be flexible with regard to staff and student work/home life needs and responsibilities, the convenience and structure of being able to participate by accessing on-site tutoring from home is a practice that we could add to our menu of interventions.
 - The New Jersey Charter School Association has provided support, resources, and recommendations throughout the past year and the opportunity to network with other Charter School leaders and brainstorm solutions and approaches to some of the challenges we faced during the pandemic and COVID-19 related restrictions and health and safety guidelines.

As we prepare for, anticipate and enter the new school year, the following opportunities remain:

- The Remote Learning and Teaching program that has been developed, tested, and revised based upon ongoing feedback and collaboration with teachers, staff, parents and students, and implemented during the 2020-2021 year is packaged and described with a high level of detail and can be ready to use, adapt and pivot given the health and safety conditions of our State, district and school community.
- This year brought us the opportunity to be creative and inventive in how we would be able to sustain the set of proven strategies, mindsets and programs that historically have contributed to a strong school climate in all areas of academic rigor and student engagement, positivity, safety and inclusiveness for all. We will need to continue to grow, support and plan for the same level of flexibility, preparedness for multiple scenarios, and timely, open and inclusive communication as we reopen to full day, full time in person schooling in the Fall of 2021-2022.
- Given the most recent set of CDC, NJDOE and NJDOH health and safety guidelines and recommendations, we will need to plan and prepare to physically set up our instructional spaces to accommodate full day, full time in-person learning in classrooms that must contain 25 students and very limited possibility of maintaining 3ft social distancing and relatively narrow hallways that traditionally become congested during transitions. For example, our approach will require at the very minimum, adjustments to schedules, transition and supervision procedures, creative use of space and storage of unessential furniture to create as much space as possible in the classroom etc.
- The use of ESSER grant funding will provide us with resources that can support us in curriculum revision and hiring of additional staff to support increased needs for differentiation and tutoring, restructuring our schedule to add instructional time to all of our content classes, implement SEL and mental health programs for students, staff and parents, and implement extended week classes in ELA and math.
- As we set up and move into a 1:1 laptop environment, we will need to develop and implement the infrastructure and procedures to safeguard and ensure effective delivery and care of our technology and increase the technological literacy of our students, staff and families in their civic, safe, appropriate, and ethical use of technology in learning, socially connecting and communicating. Given the possibility of remote learning scenarios based on NJ Dept. of Health or City of East Orange stipulations and potential needs arising from COVID-19 outbreaks, needs for quarantine etc. based on needs assessment of our families' home technology and internet, we have begun to plan for providing laptops and mobile hotspots for home use.

At this time, our expectation is that there will be no percentage of students remaining in remote instruction as we reopen in Fall 2021.

1.4 Assessment

A. Local Interim Assessment Results

Proficiency Rates of Local Assessments (Table 4)						
Assessment	Interim Assessment			End of Year Assessment		
Percentage of students:	Below	On	Above	Below	On	Above
ELA 5	60	39	1	52	45	3
ELA 6	54	40	5	51	44	5
ELA 7	49	41	10	53	39	8
ELA 8	44	51	5	50	40	10
MAT 5	77	20	3	72	26	2
MAT 6	78	20	2	81	18	1
MAT 7	x	x	x	55	44	1
MAT 8	80	20	0	79	21	0
Algebra I	31	69	0	20	80	0

B. Identify the type of assessments used for interim assessment data

The Interim Assessments used at Pride Academy are the LinkIt Benchmark Assessments. Form B was the mid-year assessment. This assessment is prepared and graded by LinkIt.

C. Identify the type of assessments used for end of year assessment results

The End-of-the-year Assessments used at Pride Academy are the LinkIt Benchmark Assessments. Form C served as our final assessment and this assessment is prepared and graded by LinkIt.

D. 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).

During the 2020-021 school year all students were remote until April 19, 2021. The pre-assessment (Interim #1) was taken remotely by all students, and the mid-year assessment (Interim #2) was taken remotely by all students. Considering less than 20% of the student population were able to participate in our hybrid in-person learning model, the third and final Interim Assessment was also taken remotely by all students.

To maximize the amount of instructional time and minimize the amount of time students spent testing in their remote environment, the Math and English Department chairs in consultation with the teachers and administration, decided to align all SGO goals with the Interim Assessment results. Other measures taken to ensure teachers were equipped with the student data needed to plan and support all learners include:

- Testing dates were established and set in the calendar at the start of the year;
- Department and data analysis meetings were scheduled and attended by all content area teachers with the focus on disseminating and analyzing student data to inform planning adjustments and design and pacing of lessons;
- All student data was made accessible to all stakeholders including students, parents, teachers, and the administration;
- The use of the LinkIt Benchmark Assessments allowed teachers to access accurate and in-the-moment data broken down into Standards. LinkIt also provides a scale which is based off hundreds of thousands of student tests. This can support teachers in making informed predictions and decisions with regard to the potential performance of students on high stakes end of year assessments (eg: If student A scores X on the benchmark assessment, they will more than likely score Y on the NJSLA);
- Student data and grades were used to create extra support groups during our afternoon in our virtual Study Hall, Tutoring and homework help Zoom sessions.
- Summer Planning during July-August 2021, will involve a number of different initiatives that will support the implementation of accelerated learning interventions and strategies during the 2021-2022 school year including, but not limited to: curriculum revision and redesigning; strategic use of Math and ELA co-teacher partnerships; revision of our daily schedule to build in additional minutes of learning time for content area subjects; hiring of additional staff to support the delivery of differentiation and small group tutoring; design of SEL and mental health initiatives to ensure that students, their families and teachers maintain a level of health and wellness to sustain the transitions and readjustments in the coming academic year.

E. For each subject and grade level, provide a list of the diagnostic, formative and summative assessments that were administered during the 2020-2021 year.

In the content area of English Language Arts, all grade levels have used I-Ready. I-Ready provides a diagnostic assessment with differentiated lessons based off what students score. In addition, ELA teachers have used LinkIt Benchmark Assessments as Interim Assessments at the beginning, middle and end of the school year. They have also used LinkIt Standard Assessments, which are smaller assessments that provide the opportunity for teachers to select the high leverage or target standard(s) students should be measured on. In addition, teachers have used Actively Learn and teacher created assessments to measure students' formative and summative progress periodically.

In the area of Math, teachers have used MobyMax on all grade levels. MobyMax provides a diagnostic assessment with differentiated lessons based off what students score. Teachers of 5th grade math also used Zearn, which provide them with the opportunity to target specific standards on or below grade level. Math teachers used LinkIt Benchmark Assessments as Interim Assessments at the beginning, middle and end of the school year and LinkIt Standard Assessments, which are smaller assessments that allow the teachers to select the high leverage or target standard(s) that students should be measured on. Furthermore, Math teacher have used teacher created assessments to measure students' formative and summative progress periodically.

F. Describe how results from the assessment listed above were used to improve instructional effectiveness and student learning.

The greatest challenge this school year has been teachers not having access to students in-person and relying only on the use of a video camera. All students were equipped with a device that was either distributed by the school or belonged to the student. Due to the unreliability and range of variables related to the lack of control or supervision of our students' remote testing environments and their access to uninterrupted and focused online access, data points were considered more as pieces of the puzzle rather than the only source of evaluation and instructional decision-making. Due to these factors, student data as a whole was used to:

- Set a starting point for each instructional class that teachers could differentiate to fit individual needs within each cohort;
- Lesson and unit plans were created, amended, and updated based off live, in-the-moment data gathered through applications and systems like Hapara and Actively Learn;
- Assignments were modified to fit students strengths and needs;
- Teachers and staff communicated frequently with parents to partner together in their efforts to support and motivate the students;
- The teachers and staff created and used a Professional Development forum and site where they posted short informational and instructional videos of how to use certain software more effectively for both the delivery and evaluation of learning;
- Department meetings were used to discuss and share effective ways to reach and support students;
- Grade level meetings were used for teachers to discuss and create a holistic approach to attend to each individual student's needs and amplify their strengths across the different content areas;
- Student data was used to create teacher Office Hours and Study Hall lists and schedules for students requiring extra support in their subject areas in addition to After-Hour evening Homework Help Zoom sessions for students most in need.
- The composition of Phase 1 and Phase 2 student cohorts entering Pride for in-person learning (starting April 19th, 2021) were based off student data collected throughout the 2020-2021 school year.

G. Describe how the school maintained fidelity in assessment outcomes through the administration of assessment in 2020-2021

The 2020-2021 benchmark assessments were plotted into our original school calendar that was finalized during our planning in July-August of 2020 as we prepared for a hybrid reopening in the Fall. The mid-year and end-of-year assessments were intended to be administered as whole school assessments with testing scripts, testing proctors, and testing protocols similar to the NJSLA assessments. In response to the level of COVID-19 risk and high positivity rates, schools in our district and surrounding districts of residence remained remote-only until late April 2021 when we began to implement our Phase 1 and 2 in-person reopening program. In spite of this, teachers and administrators maintained focus on adhering to the original testing calendar and testing outcomes by following these steps:

- The 2020-2021 school calendar and testing dates were shared with all stakeholders, including parents and guardians.
- During the testing periods, school wide robo-alert messages and memos were sent emailed and texted to parents and guardians with information about why the testing data was important in order to best support and deliver instruction to their children, and how families could support at home in maintaining testing integrity;
- The design of a whole school set of testing guidelines and recommendations for administering assessments that included to students being asked to be on camera while testing with their sound muted;
- Development of procedures and protocols for how teachers could approach situations where students were not following the guidelines set by the school;
- Setting aside time for professional development focused on how to use the different software while testing, how to use the student data for planning, and how to use the student data gathered in-the-moment to guide instruction;
- Originally, all teachers' SGO's in ELA and Math were tied to the outcomes of the Interim Assessments. Even after the State's directive regarding Teacher SGO's no longer being counted in their evaluation for this year, teachers maintained the ownership of their original goals and used the student data to guide instruction.
- All grade levels and subjects issued all interim assessments. Although 7th grade math administered their assessment, results were not listed in the table above because the administration date one week after the State issued cut-off date.

1.5. Organizational Capacity – School Leadership/Administration

School Leadership / Administration Information (Table 5)			
School Leader / Administrator Name	Title	Start Date at School	Annual Salary
Fiona Thomas	Principal	8/1/2008	\$128,080.00
Charlene Jones	School Business Administrator	6/1/2021	\$143,000.00
Rosemary Dumenigo	Vice Principal	8/1/2008	\$110,565.00
Asgeir Ofstad	Vice Principal	7/01/2015	\$105,000.00

School Culture and Climate

2.1. School Culture and Climate

A. Learning Environment (Table 6)	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	97.7%
Elementary School	98% (5 th Grade)
Middle School (Grades 5-8)	97.6%
High School	N/A
Student - teacher ratio	11.1

B. Professional Environment (Table 7)	
Teacher retention rate (from SY 2019-19 to 2020-21)	100% (1 Academic Support Teacher resigned in April 2020)
Total staff retention rate (from SY 2019-20 to 2020-21)	100% (1 Staff member resigned in May 2020)
Frequency of Teacher/Staff Survey	A Teacher/Staff survey is conducted annually during the year to gather actionable feedback and ratings related to overall satisfaction and Principal evaluation. Additionally, at least 17 additional surveys were distributed over the course of the year to provide the opportunity for health and wellness checks, to express feedback, suggestion, or questions about our operations, decisions, and implementation of programs both in the virtual and in-person learning and teaching settings, and to contribute to decision-making and polling related to choices in planning programs or making changes to programs or approaches that needed strengthening so that teachers and staff could feel more supported, equipped and empowered.
Date of Last Teacher Survey Conducted	11/16/2020 (Principal Evaluation) 5/13/2021 (Wellbeing and In-Person Program check)
Percent of Staff with Completed Surveys	77%
Percent of Staff who expressed satisfaction with school leadership or with the overall environment	98%

C. Three main positive aspects identified in the survey
The principal supports teachers and staff in conferences with students and/or parents to the extent that circumstances permit.
The principal is interested in building a quality school which provides quality education.
The principal shows respect to teachers and staff

D. Three main school challenges identified in the survey
For the focus areas represented by the following 3 questions where I received the highest number of Effective ratings, lower Highly Effective ratings and 1 Partially Effective rating for question 8, action steps included an invitation to all staff to contribute to an online survey to share more specific suggestions for ways that the principal can meet staff needs and expectations in these three areas and the principal's continued professional research and examination of best practices.
The principal balances curricular and co-curricular assignments/duties.
The principal procures needed materials and equipment.
The principal supports teachers and staff in managing and meeting documentation/paperwork deadlines.

E. Discipline Environment 2020-2021 (Table 8)			
Grade	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
Grade 5	75	0	0
Grade 6	75	0	0
Grade 7	75	0	0
Grade 8	75	1	0

The 2020-2021 school year was fully remote, due to the COVID-19 public health crisis, until late April 2021 when a phased-in hybrid model was successfully implemented. Historically, the majority of incidents resulting in suspensions have occurred on school grounds. The shift to remote instruction had a dramatic impact on our results. Our year-end data reflect one (1) student suspended between September 1, and June 30, 2021 for violence in the form of an online threat versus thirty-six (36) students suspended during the same time period in the previous school year. There were zero (0) incidents of Simple Assault in 2020-2021 versus two (2) incidents in the previous year. Incidents resulting in physical injury remain flat at zero (0). There were zero (0) HIB investigations and zero (0) fights versus three (3) in the previous year. Thefts of property (Value >\$10) remained flat at zero (0). Incidents of Weapons, Drugs, Violent Criminal Offenses, Gang Related Incidents and Vandalism resulting in significant cost to the district remain flat at zero (0) for the 2020-2021 school year. Our goal remains to have zero (0) incidents of violence whether engaged in in-person or remote learning.

Parent survey results remain overwhelmingly positive with 100 percent of respondents indicating that they agree or strongly agree that Pride Academy Charter School is a safe school.

Additionally, Pride Academy Charter School received a 78 out of 78 points possible on the 2019-2020 HIB Self -Assessment.

In 2021-2022 Pride Academy will continue to:

1. Provide counseling and social emotional support services for students returning after an interrupted school year and an abrupt shift to a prolonged period of Remote Learning. We will provide counseling and referrals to community-based services for grief and trauma related to the COVID-19 pandemic. These services may be provided on site or remotely, as circumstances and state guidance dictate.
2. Implement all Covid-19 related practices in accordance with state guidance, including any and all directives related to sanitation, hygiene, group sizes, social distancing, masks, etc.
3. Re-familiarize returning students and orient incoming and returning students to new schoolwide practices and expectations for both onsite and Remote Learning, as appropriate.
4. Seek and implement stakeholder feedback on school-wide behavior management practices, school safety and school climate. Our stakeholders include teachers, staff, students, families, volunteers, contracted professionals, Law Enforcement, and School Administration.
5. Provide additional staff training for successful school and classroom re-entry, whether classes are to be held onsite or remotely. This includes teacher steps to students' success. We strive to see improved outcomes, in the form of less class time missed, during onsite learning, and to see increased student engagement during remote learning.
6. Reemphasize the PRIDE Core Values across all platforms.
7. Explore the use of the Pride Scholar chart and/or other applications during remote and onsite learning, to support behavior management and provide incentives for positive performance and engagement.
8. Provide new staff training on effective use of the chart/behavior management system and support returning teachers in the use thereof.
9. Incorporate additional training in Mindfulness practices for students and staff as part of our focus on self-regulation, de-escalation and stress reduction/self-care for students and staff.
10. Provide continued training to new and veteran staff in classroom management, conflict resolution, Conscious Discipline and restorative practices.
11. Continue to identify and provide support services to students who have historically received repeated administrative referrals, including counseling with the school counselor and/or social worker, developing individualized incentives and behavior intervention plans for said students.

2.1 Family and Community Engagement

A. Family Involvement and Satisfaction (Table 9)	
Number of parents/guardians currently serving on the school's board, out of a total number of board members	There is one parent of alumni students on a Board totalling 6 members
Frequency of parent/guardian surveys	A Parent survey is conducted annually during the month of March. This year the Annual survey was administered in late May into June in order to gather the most comprehensive feedback with regard to parents' experience of both the virtual and in-person learning experiences. Additionally, at least 10 additional surveys were distributed over the course of the year to provide the opportunity for families to share their technology need and meal service needs, preference to have their child involved in remote-only instruction, health and wellness checks, to express feedback, suggestions, or questions about our operations, decisions, and implementation of programs both in the virtual and in-person learning and teaching settings, and to contribute to decision-making and polling related to choices in planning programs or making changes to programs or approaches that needed strengthening so that our parents could feel more supported, equipped and empowered.
Date of last parent/guardian survey conducted	The 2020-2021 Parent Survey was administered on 5/28/2021
Percent of families completing a survey (considering 1 survey per family)	45%
Percent of parents who expressed satisfaction with the overall school environment (School Culture)	95%
B. Three Main Positive Aspects Identified by Parents/Guardians in the 2020-21 Survey	
<p>All percentages expressing satisfaction were in the range of 90. One of the highest percent rating items is listed in each of the Likert Scale categories of Student Achievement, School Culture and Parent Relations.</p> <p>Student Achievement: Our school has worked to support the academic needs of your child as much as possible given the challenges of online learning classes. (100%)</p> <p>School Culture: Our online Zoom classes and meeting spaces have been safe spaces to work and learn as much as possible given the challenges of online learning. (99%)</p> <p>Parent Relations: Our school has welcomed the participation and sharing of ideas and concerns of parents as much as possible given the challenges of online learning. (97.7%)</p>	
C. Three Main Challenges Identified by Parents/Guardians in the 2020-2021 Survey	
<p>All percentages expressing satisfaction were in the range of 90. One of the lowest percent rating items is listed in each of the Likert Scale categories of Student Achievement, School Culture and Parent Relations.</p> <p>Student Achievement: Our teachers and staff have worked towards meeting your child's needs in supporting</p>	

their social and emotional learning as much as possible given the challenges of online learning. (95%)
School Culture: Our teachers and staff have worked towards meeting your child's needs in supporting their social and emotional learning as much as possible given the challenges of online learning. (95%)
Parent Relations: Our school has invited the input of parents in school activities as much as possible given the challenges of online learning. (96%)

D. Major Activities/Events offered to Parents/Guardians during 2020-2021

1. **Kwanzaa Celebration** is an annual event where we invite all of our families to join us in a cultural celebration, which involves student presentations, lighting the Kinara, and performances from our African Dance Ensemble and the Dreamality Choir. This year, the event was held virtually over Zoom. Our keynote speaker was Brother Jerome, Executive and Artistic Director as well as the chairman of the Board at the LaRocque Bey School of Dance, established in 1960 and one of the oldest African American Cultural Institutions in New York State and across the United States.
2. **Black History Musical Celebration** was a community-wide celebration of our scholars and their musical talents. During this virtual Zoom event, students presented a variety of songs and dances that celebrated the rich musical contributions of African-Americans.
3. **Read-A-Thon** was a school-wide fundraiser that became a community building vehicle for literacy and fun. Parents, teachers, staff, and scholars worked together to increase reading during Spring Break through a Pie-In-The-Face Challenge, where the grade level that raised the most money and read the most would be able to vote for teachers and staff that they would like to see get a pie in the face.
4. **Isaiah House Food Drive** was a community service project developed and implemented by the Pride League of Leaders student organization. During the weeks before Thanksgiving, they led efforts to collect non-perishable food items for Isaiah House, which is a shelter that also supports the community through their Food Pantry.
5. **COVID and Vaccine Parent Workshop** was an informational workshop that was prepared by our school nurse, which involved a presentation by Dr. Monique Griffith of the East Orange Department of Health. The workshop not only provided families with valuable information, but also included a question and answer session where parents and family members were able to ask questions related to their hesitations about the COVID vaccine.
6. **Online Safety Parent Meeting** was an informational workshop that provided parents and students with important information about safety precautions that students and adults should take when communicating online through social media outlets or through texting. The presentation was led by Lieutenant Yasmine Johnson of the East Orange Police Department.

E. Major Activities/Events conducted by Parents/Guardians during 2020-2021

1. **Teacher Appreciation Video for Teachers and Staff** - Parents and families collaborated to put together a video to share with teachers and staff expressing gratitude and appreciation for all their hard work and dedication and most especially during this time of remote learning.

F. Community Involvement with Education Institutions and Community Institutions(Table 10)

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved
Educational Institutions		
National College Resources Foundation: Black College Expo	Scholars attended the virtual expo about the importance of Historically Black Colleges and Universities (HBCU) to African	75 eighth grade students and one teacher, for 2 hours. This was a free virtual experience that required no additional resources outside of

	American history and culture. They learned about the advantages of attending HBCUs including networking within Black professionals, connections formed through Black fraternities and sororities, and how HBCUs are shifting their academic programs to prepare their graduates for STEM related careers.	the school chrome books that students were already using during remote learning.
Community Institutions		
Codehouse Scholars Initiative	The Codehouse Tech Exposure Day consisted of a day of virtual workshops that provide students with information related to careers in STEM fields, diversity in STEM fields, and the importance of maximizing high school to prepare for future careers that will undoubtedly depend heavily on technology.	75 eighth grade students and 25 7th grade students participated in a one-hour session on a topic of their choice. This was a free virtual experience that required no additional resources outside of the school chrome books that students were already using during remote learning
Dreamality, Inc.	Dreamality, Inc. is a non-profit organization that provides musical programs to public schools. They created a school choir that was able to perform at the school's virtual Kwanzaa Celebration and Black History Musical Celebration.	12 students participated for 1 hour a week for 20 total meetings; Student Activity funds that were raised last year, as well as this year, were used to pay the \$2,000 needed to run the program for two 10 meeting sessions.
USA Science and Engineering Festival	Pride students attended the annual festival virtually. The festival is designed to stimulate and sustain interest in Science, Technology, Engineering, and Mathematics (STEM) in all the students that participate. Students attended a session that addressed the importance of increasing gender and racial equality and participation in science fields.	75 eighth graders and one teacher participated in a 45 min session; This was a free virtual experience that required no additional resources outside of the school chrome books that students were already using during remote learning.
Hospitality Homes	As part of this year's Philanthropy Day program, some students volunteered to contribute items for a joke book that Hospitality Homes would provide for the sick children and their families staying in their volunteer homes while they receive hospital care.	All 300 scholars participated in Philanthropy Day service projects. Of those students, 21 scholars selected to participate in the joke book project. Students were provided with one hour to complete the service project. This activity required no additional resources outside of the school chrome books that students were already using during remote learning.

<p>Isaiah House Shelter</p>	<p>As part of this year’s Philanthropy Day program, some students volunteered to create positive quote posters with inspirational messages for the residents staying at the shelter.</p>	<p>All 300 scholars participated in Philanthropy Day service projects. Of those students, 26 scholars selected to participate in the creation of positive posters. Students were provided with one hour to complete the service project. This activity required no additional resources outside of the school chrome books that students were already using during remote learning.</p>
<p>WellCare NJ</p>	<p>Pride Academy developed a new partnership with WellCare Health Plans NJ. Through this partnership, we were able to provide our students with an additional SEL curriculum comprising of 8 core lessons, from the No One Eats Alone Day curriculum and a host of resources and activities that our social workers were able to use to schedule SEL workshops with all grade levels during advisory periods each week. This curriculum is specifically designed to support students in developing healthy socializing skills during times of isolation presented by COVID-19 and cultivates the skills needed for students to have courageous conversations and was delivered to all classes in all grade levels by our School Social Workers during their SEL advisory periods on Mondays and Fridays. A variety of topics were covered in order to support the wellbeing of all students during virtual learning and beyond and the possibilities for student social and emotional growth as a result of this new program. Below is a description of the program goals and objectives from the creators of the program: <i>“Our 2021 version of No One Eats Alone® has been completely rewritten to be more attuned to teaching virtually and to addressing the needs of students</i></p>	<p>All 300 scholars participated in the No One Eats Alone lessons and events online, virtually. A series of lessons was selected to present to each of our 12 advisory homerooms across grades 5-8 between the months of February to May. The lessons were led by two School Social Workers with the participation of the homeroom advisors. This activity involved the use of the <i>No One Eats Alone</i> curriculum, virtual meetings with WellCare community Community Connections Program staff, our School Social Workers and homeroom teacher advisors.</p>

	<p><i>who are struggling with social isolation as never before, struggling with their own mental health challenges, and questioning the uncertainty about their future. To ensure they emerge as healthy young adults, we must all take responsibility for helping them get through this period and see the future as brighter, more compassionate and more enlightened.”</i></p>	
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G. Describe how the educational and community partnerships established furthers the school’s mission and goals.

At the very heart of Pride Academy’s mission is the sincere desire to develop “positive leaders” dedicated to “active service.” Our community partnerships with local non-profit organizations such as the Isaiah House Emergency Shelter and participation in the Black Colleges Expo and USA Science and Engineering Festival, are just a few of the ways that we strive to empower our scholars “to shape their futures and the world.” Additionally, musically talented scholars had the empowering experience of performing as part of the Dreamality Choir in school-wide events, such as Kwanzaa and the Black History Musical Celebration, which honored their history and culture.

The above educational and community partnerships are examples of how Pride Academy uses a wide variety of activities and experiences to develop positive student leaders that will one day be community leaders and activists.

The opportunity to partner with WellCare NJ in delivering the No One Eats Alone SEL curriculum was both timely and effective. Its focus on mitigating the effects of social isolation specifically in middle school-age youth supported us in our priority goal of attending to our students’ mental health and wellbeing during a year of COVID-19 related loss, trauma, anxiety, and interruption.

Board Governance

3.1 Board Capacity

A. Board Governance (Table 11)	
# of Board Members required as per charter by-laws	5-9
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as an Appendix B)	7/15/2021
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as an Appendix C)	6/15/2021
B. By-Law Amendments	
List of amendments to the bylaws of the board of trustees adopted during the 2020-21 school year.	There were no amendments to the bylaws during the 2020-2021 school year.
C. Critical Policies reviewed/adopted/readopted 2020-2021	
List the Critical Policies adopted by the Board during the 2020-2021 school year.	5141.01 Readmittance-COVID-19 6173.1 Remote Learning 1250-Visitors 3510-Operations and maintenance of Plant 5141.2-Illness 5141.3-Health Examinations and Immunizations 6171.2 Gifted and Talented 3541.33-Transportation-Safety
D. Board Self-evaluation Strengths	
<p>1. The Board of Trustees performed well in terms of governance despite an extremely challenging 2020-2021 school year. The pandemic caused a severe disruption in every aspect of school life. The prohibition of in-person engagement forced the Board to implement emergency measures throughout the year to continue to function. These measures allowed the Board to work in a productive capacity. The use of virtual meetings, for example, proved to be quite essential in facilitating governance and oversight. The following areas are highlighted as major strengths this year:</p> <p>2. Board Members: Board members were committed to do their part to ensure the continuation of high quality schooling for our students. Members were engaged throughout the year, supporting each other and the leadership team through the challenges of the pandemic</p> <p>3. Meetings of the Board: Throughout the year, Board Meetings, while non-traditional, were productive and effective.</p> <p>4. Visioning and Planning: The Board provided continual support and guidance to the School leadership team as we engaged in a school year that defied all norms and expectations. The school was prepared for and engaged substantive teaching and learning in the virtual environment.</p> <p>5. Finance: The School closed the fiscal year in good financial standing which will be reflected in the upcoming audit.</p> <p>6. Board/Leadership Team Relations: The Board has always maintained a strong relationship with our Leadership Team who exceeded expectations this past year. Given the challenging conditions presented by the pandemic, they led with grace and flexibility while continuing to model the high standards of excellence that define Pride Academy.</p>	

E. Board Self-evaluation Challenges
<p>1. Board/Community Relations: The pandemic severely impacted Board engagement with the school community at large. We look forward to reconnecting with our community this upcoming year as COVID restrictions ease.</p> <p>2. Policy: While all of the Board Policies are up to date, the Board did not conduct a review of the policies this past year. The Board is committed to this for the upcoming school year.</p> <p>3. In addition to the challenges listed above, the Board feels a necessity to grow its member base. We will embark on a search to add new members this year.</p>

3.2. Board Compliance

A. Board of Trustee Information (Table 12)						
Name	Effective Start Date (when individual started on board)	Current Term Expiration Date	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of all NJSBA training
Robert Mitchell	04/01/2008	12/31/2021	President	Rmitch71@gmail.com	10/19/2011	01/12/2017
Michael Moore	12/08/2009	12/08/2021	Vice – President	Mikemoore511@hotmail.com	10/31/2011	07/10/2017
Alison Morgan-Black	09/25/2012	12/31/2021	Member	Dr.apmorgan@yahoo.com	12/27/2012	09/25/2016
Deirdre Taylor	02/11/2015	02/11/2023	Member	Taylor.Deirdre3@gmail.com	7/28/2015	09/08/2017
Jacqueline Spence	10/19/2016	10/19/2024	Member	Meljefflin40@aol.com	12/22/2016	12/31/2019
B. Link to Board Meeting Minutes						
http://prideacs.org/board-of-trustees/						
C. Month and Year of Latest Board Meeting Minutes Posted on School’s Website						
Board Meeting Minutes for June 28 th , 2021						
D. Board Policy for Establishment of the Grievance Committee						
Please See Appendix D						

Access and Equity

4.1 Access and Equity

A. School Year 2020-2021 Application Process Timeline (Table 13)			
Date the application for school year 2020-2021 was made available to interested parties	10/1/2020		
Date the application for school year 2020-2021 was due back to the school from parents/guardians	01/20/2021		
Date and location of the lottery for seats in school year 2020-2021	01/21/2021 Pride Academy Charter School 117 Elmwood Avenue East Orange, NJ 07018		
B. URL to the school’s application.			
http://prideacs.org/applying-for-the-lottery/			
C. Venues for access to 2020-2021 Application			
The application was made available during a Recruitment Presentation at East Orange Community Charter School; as a download PDF document from the school website (http://www.prideacs.org); and for pick up at the Main Office of Pride Academy Charter School			
D. Languages in which the application is available			
English and Spanish			
E. Advertising methods of the 2020-2021 Application’s availability prior to the enrollment lottery			
Zoom Recruitment Presentations with East Orange Community Charter School; announcements on the school website (http://www.prideacs.org); announcements in the monthly Parent Newsletter; announcements in the Staff Weekly News; announcements at monthly Board of Trustee Meetings; announcement via the School Electronic PA Sign; parent/guardian word-of-mouth recommendation and communication; Parent Council meetings; Main Office bulletins and word of mouth communication; and FaceBook postings.			
F. Student Enrollment and Attrition (Table 14)			
Grade	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
Grade 5	1	3	0
Grade 6	3	3	0
Grade 7	0	0	0
Grade 8	0	0	0
G. Suspension and Expulsion Policies			
Pride Academy’s commitment to state law and regulations with regard to developing and implementing suspension and expulsion policies is indicated in Appendix A			

Compliance

5.1. School Site Facility Information

A. School Site Facility Information	
Site name	Pride Academy Charter School
Facility lease information	Rent from Shining Schools, Inc.
Landlord name	Shining School's Inc.
Lease commencement date	April 19 th , 2011
Lease termination date	N/A
2020-2021 annual lease cost	\$456,000
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

B. School Site Facility Information Lease Summary	
Total number of leased facilities	2
Total annual cost of all leases	\$478,816
Total lease amount budgeted for 2020-2021	\$480,000

C. School Site Facility Information Lease Summary	
Total number of mortgaged facilities	None
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2020-2021	N/A
Mortgage payment interest budgeted for 2020-2021	N/A

D. Affirmation of Health and Safety Standards Compliance	
Please see Appendix A.	

5.2. Teacher and Leader Evaluation System

The administration selected the Stronge Educator Evaluation system, which is an NJDOE approved system, and we have been utilizing it for the past eight years. The *Stronge Leader Effectiveness Performance Evaluation System* (LEPES) and the *Stronge Teacher/Educational Specialist Effectiveness Performance Evaluation System* (TEPES AND ESEPES) was developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The 7 uniform performance standards used in this system provide a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice and leadership. The performance standards also provide flexibility, encouraging creativity and individual local initiatives. The goal is to support the continuous growth and development of each teacher, educational specialist and principal/leader by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

There are 7 performance standard domains for both teachers and leaders. For teachers the domains include: Professional Knowledge; Instructional Planning; Instructional Delivery; Assessment of/for Learning; Learning Environment; Professionalism; and Student Growth. For Educational Specialist, the domains include: Professional Knowledge; Program Planning and Management; Program Delivery; Assessment; Communication and Collaboration; Professionalism; and Learner/Program Progress. For leaders the domains include: Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communications and Community Relations; Professionalism; and Student Progress.

For each standard, there are a set of research-based performance indicators or look-fors/listen-fors designed to provide observable, measurable evidence of performance. The indicators serve as examples of quality performance and they are not presented as an intended or comprehensive list. At the district level, schools have the flexibility to personalize and edit these lists.

Each of the standards has a rating rubric attached to it that includes Highly Effective, Effective, Partially Effective and Ineffective scoring levels and applies the concept of a preponderance of evidence to derive a rating of performance in each specific domain.

The Stronge Evaluation System involves multiple data sources that can be utilized by teachers, leaders, and evaluators to provide and evaluate a comprehensive and authentic performance portrait of the staff member's work. These data sources include the following: Measures of student achievement and student progress (SGO's); formal and informal observations; documentation logs; and student/client surveys.

And finally, the Stronge Evaluation System includes multiple opportunities for self-reflection to foster professional growth and improvement that include: development and maintenance of a documentation log; self-reflection based on review of client surveys; and a standard (#6) that provides the opportunity for staff to present evidence and demonstrate actions that reflect their own professional growth and improvement.
(extracted from a range of Stronge Associates training and support materials: 2012).

Appendix A. Statements of Assurance

1 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.

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 N.J.A.C. 6A:9 *et seq.*, 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 N.J.S.A. 18A:6-7.1, *et esq.*

Educational Program. The School shall implement and provide educational programs that 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 polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (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 individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 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 N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a

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 *N.J.A.C. 6A:11-2.2*, 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 *N.J.A.C. 5:32-2* (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 *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.

Signature of School Official (School Lead):



Date: 7/8/2021

Print Full Name: Fiona Thomas

Title: Principal

Signature of Signatory Official (President, Board of Trustees):

Date: 7/8/2021

Print Full Name: Robert L. Mitchell II

Title: President, Board of Trustees



Appendix B. Board Self Evaluation Tool

Pride School Board Self-Evaluation

https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...

Pride School Board Self-Evaluation

This self-evaluation of the board as a whole will help the board to set goals for the future.

1. **Email address ***

2. **Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest).**

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

3. **New board members are oriented and fully briefed prior to being seated.**

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

4. **Meetings are well planned with clear agendas focused on appropriate policy actions and items.**

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

5. **The board president is a strong, capable meeting facilitator.**

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

Pride School Board Self-Evaluation

https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...

6. Board meetings are well attended, with near full turnout at each meeting.

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

7. Board members receive meeting agendas and supporting materials in time for adequate advance review

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

8. Each board meeting includes opportunity for learning about the organization's activities.

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

9. Statements of the organization's mission are well understood and supported by the board.

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

10. Board meetings are frequent enough to ensure effective governance.

Mark only one oval.

- Definitely yes!
- At some level
- Needs Improvement
- Not well

Individual Self-Evaluation

This section requires board members to evaluate their personal performance and contribution to the board on a scale of 1=Low to 5=High.

Pride School Board Self-Evaluation

https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...

11. Attendance at board meetings

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

12. Preparing for meetings by reading agendas, minutes, other supporting documents prior to meetings

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

13. Promoting the school's name and success

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

14. Promoting school events

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

15. Supporting fundraising Efforts

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

Pride School Board Self-Evaluation

https://docs.google.com/forms/d/1a9YQbXLhswv8Y2n_kqa-6sAvm6CJ...

Your Input

Please provide short answers to the following questions.

16. How would you like to contribute to or increase your involvement in Pride Academy?

17. How would you like Pride Academy to invest in and facilitate your personal development as a board member?

18. What changes would you suggest, as a board member, in the operation and involvement of the board?

Send me a copy of my responses.

Powered by
 Google Forms

Appendix C. School Leader Evaluation Tool

The following Stronge Leader Evaluation Performane Evaluation System Components were used to evaluate the School Leader during the 2020-2021 school year. Copies of the system reports and Summative/Composite Score Reports can be provided upon request.

1. LEPES Goal Setting SGO 1 Report and supporting documentation and artifact evidence
2. LEPES Goal Setting SGO 2 Report and supporting documentation and artifact evidence
3. LEPES Survey Summary and supporting documentation and artifact evidence
4. LEPES Self Evaluation and access to supporting documentation and artifact evidence

Appendix D. Board Policy for Grievance Committee Procedures



117 Birchwood Ave. East Orange NJ 07018

Phone: 973-673-3200 Fax: 973-673-3207

Website: www.prideacs.org

HANDLING COMPLAINTS AND GRIEVANCES

Under Title IX, each school district must have a written, publicized grievance procedure for handling complaints alleging sex discrimination. Students, parents, and employees must be fully informed of the steps in the grievance process. It is strongly recommended that discrimination grievance procedures allow for complaints on the basis of race, color, creed, religion, national origin, affectional or sexual orientation, ancestry, socioeconomic status, as well as sex.

Title IX does not specify a particular structure for the grievance procedure; it does require that the procedure provide for the "prompt and equitable resolution of student and employee complaints." Therefore, all procedures must include reasonable timelines for the initiation and resolution of a grievance.

Any person who believes that he/she has been discriminated against may also file a complaint with the Office for Civil Rights or the Department of Education at the same time a grievance is filed during or after the grievance process, or without using the school district process at all. A person may also file a grievance with the New Jersey Division on Civil Rights.

The Title IX regulation requires that the Affirmative Action Officer have primary responsibility for coordinating activities related to the investigation of discrimination complaints. Although Title IX does not spell out those activities, they should include the installation, publication, recordkeeping, and processing of the grievance. If the AAO is a teacher, an administrator must be designated to assist in the process. Although there is no law saying that the Superintendent should not be the Affirmative Action Officer, it is strongly recommended that he/she not accept this position due to a possible conflict of interests.

In summary, the district must do the following:

- Have a procedure by which students and employees may file discrimination complaints;
- Publicize those procedures;
- Involve its AAO in the coordination of grievance procedure activities;
- Maintain records documenting the process; and
- Implement corrective actions when discrimination is identified.



117 Elmwood Ave. East Orange NJ 07018

Phone: 973-673-3300 Fax: 973-673-3307
 Website: www.prideacademy.org

GRIEVANCE PROCEDURE

In keeping with federal/state antidiscrimination legislation, the Board of Trustees has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, employee, and parent complaints.

PURPOSE: To provide students, employees, and parents a procedure by which they can seek a remedy for alleged violations related to discrimination on the basis of race, color, creed, religion, affectional or sexual orientation, sex, ancestry, national origin, or socioeconomic status.

DEFINITION: Grievance - A formal written complaint.
 Grievant - Any student, employee, or parent aggrieved by a decision or condition falling under the guidelines of federal and/or state anti-discrimination laws can be regarded as a grievant.

Affirmative Action Officer- The district employee designated to coordinate efforts with Anti-discrimination legislation and charged with the responsibility of investigating complaints.

PROCEDURE:

- Step #1 - The grievant must present the complaint in written form to the responsible person designated as the Affirmative Action Officer. (Use Grievance Report - Form A)
- Step #2 - The Affirmative Action Officer has five working days in which to investigate and respond to the grievant. (Affirmative Action Officer is to use the space provided on Grievance Report - Form A)
- Step #3 - If not satisfied, the grievant may appeal within ten-working days to the School Business Administrator or designee (not Affirmative Action Officer). (Use Appeal - Form B)
- Step #4 - Response by the School Business Administrator or designee must be given within five working days. (SBA or designee to use space provided for on Appeal - Form B)
- Step #5 - If the grievant is not satisfied at this level, an appeal may be made within ten working days to the Board of Trustees which will hear the complaint at the next regular meeting or within thirty calendar days. (Use Appeal - Form C) Local

Board hearing shall be conducted so as to accord due process to all parties involved in the complaint such as written notice of hearing dates, right to counsel, right to present witnesses, right to cross-examine and to present written statement. The decision of the Board shall be by a majority of the members at a meeting, which shall be public.

- Step #6 - The Pride Academy Charter School Board of Trustees shall respond to the grievant within thirty calendar days. (Use space provided for an Appeal - Form C)
- Step #7 - If the grievant is not satisfied with Board's decision, the grievant can have it referred to the County Superintendent of Schools.
- Step #8 - The grievant maintains the right to by-pass the grievance procedure and submit the complaint directly to any or all of the following agencies:
1. The Commissioner of Education
Bureau of Controversies and Disputes
New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625
Phone: (609) 292-5705
 2. Equal Employment Opportunity
Commission Newark District Office
1 Newark Center, 21st Floor
Newark, New Jersey 07102
Phone: 800-669-4000 or 973-645-6383
 3. U.S. Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500
Phone 646-428-3900 or TDD: 877-521-2172
Email: OCR.NewYork@ed.gov
 4. New Jersey Division on Civil Rights
140 East Front Street, 6th Floor
PO Box 090
Trenton, NJ 08625-0090
Phone: 609-292-4605 or TDD 609-292-1785

Appendix E. Admissions Applications (all Languages)

Please see the url: <http://prideacs.org/applying-for-the-lottery/>

Appendix F. Board Resolution Approving the Teacher and Leader Evaluation System

Pride Academy Charter School Resolution

Date: Monday, June 28, 2021

Resolution R5

BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School approve the resolution: **Approve Stronge Teacher and Leader Evaluation System for 2021-2022 school year**

Motioned Mrs. Taylor

Seconded Dr. Morgan-Black

RECORD OF BOARD VOTE

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Mitchell	X				Moore			X	
Spence			X		Morgan-Black	X			
					Taylor	X			



Board President



Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 6/28/2021

Board Vice President
(in absence of Board President)

Board Treasurer
(in absence of Board Secretary)

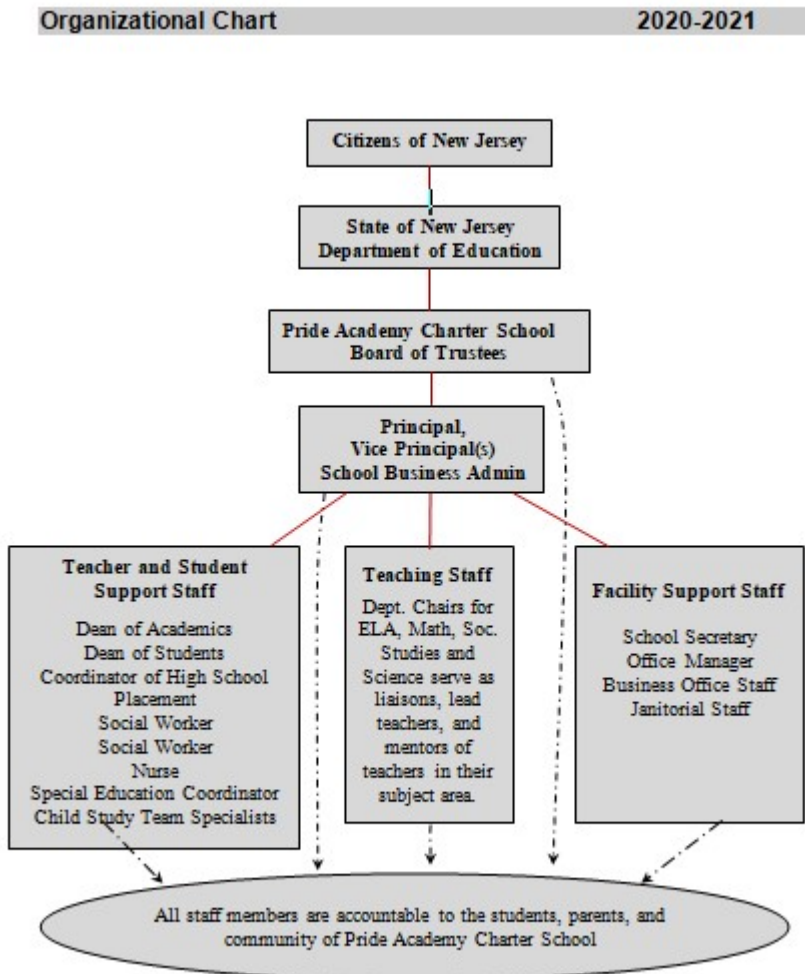
Appendix G. 2021-2022 School Calendar

August (7 teacher, 0 student)						November (20 teacher, 20 student)					
M	T	W	TH	F		M	T	W	TH	F	
2	3	4	5	6	7	1	2	3	4	5	6
8	9	10	11	12	13	8	9	10	11	12	
14	15	16	17	18	19	14	15	16	17	18	19
20	21	22	23	24	25	20	21	22	23	24	25
Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation	Staff Orientation
26	27	28	29	30	31	26	27	28	29	30	31
Staff Orientation	Staff Orientation					Staff Orientation	Staff Orientation				
22	23	24	25	26	27	22	23	24	25	26	27
								End of 1 st Trimester Half Day	Thanksgiving Break	Thanksgiving Break	
28	29	30				28	29	30			
School No-Open						School No-Open					
September (21 teacher, 18 student)						December (17 teacher, 17 student)					
M	T	W	TH	F		M	T	W	TH	F	
		1	2	3	4	6	7	8	9	10	11
		Staff Orientation	Staff Orientation	Staff Orientation		6	7	8	9	10	11
5	6	7	8	9	10	13	14	15	16	17	18
No School Labor Day	First day of school									First Semester Report Card Conference Night	Half Day Prof. Dev
11	12	13	14	15	16	13	14	15	16	17	18
				Back to School Night 5:30PM							
18	19	20	21	22	23	20	21	22	23	24	25
									Philanthropy Day / Half Day	Winter Break	
24	25	26	27	28	29	27	28	29	30	31	
				High School Night 5:30PM		Winter Break	Winter Break	Winter Break	Winter Break	Winter Break	
October (20 teacher, 20 student)						January (20 teacher, 20 student)					
M	T	W	TH	F		M	T	W	TH	F	
				1	2	3	4	5	6	7	8
				Half Day Prof. Dev		3	4	5	6	7	8
3	4	5	6	7	8	10	11	12	13	14	15
Respect Week	Respect Week	Respect Week	Respect Week	Respect Week		School No-Open					
11	12	13	14	15	16	10	11	12	13	14	15
						School Wide IAR2	School Wide IAR2	School Wide IAR2	School Wide IAR2	Half Day Prof. Dev	
17	18	19	20	21	22	17	18	19	20	21	22
School Closed Indigenous Peoples' Day			2 nd Trimester Progress Report Night			School Closed MLK Day			2 nd Trimester Progress Report Night		
23	24	25	26	27	28	23	24	25	26	27	28
29	30	31				29	30	31			

Pride Academy Charter School 2021-2022 (Subject to COVID-19 Related Changes)

February (19 teacher, 19 student)						May (21 teacher, 21 student)					
M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4		2	3	4	5	6	
7	8	9	10	11	Half Day Prof. Dev	8	10	11	12	13	5 th & 8 th Grade NISLA Half Day for Students
14	15	16	17	18		14	17	18	19	20	6 th & 7 th Grade NISLA Half Day for Students
21	22	23	24	25	School Closed President's Day	21	24	25	26	27	MAKE UP TESTING 5 th & 8 th grade SCIENCE MAKE UP TESTING MAKE UP SCIENCE
28						28	31				School Closed Memorial Day
March (23 teacher, 23 student)						June (16 teacher, 15 student)					
M	T	W	TH	F		M	T	W	TH	F	
	1	2	3	4	End of 2 nd Trimester			1	2	3	
7	8	9	10	11		6	7	8	9	10	End of 3 rd Trimester
14	15	16	17	18	3 rd Trimester Report Card Conferences	13	14	15	16	17	SCHOOL CLOSED Juneteenth
21	22	23	24	25		20	21	22	23	24	SPRIT WEEK SPRIT WEEK SPRIT WEEK SPRIT WEEK School Closed Juneteenth
28	29	30			School-Wide IA #3	27	28	29	30	31	SPRIT WEEK 3 rd GRADE TRIP TBA Half Day: 8 th Grade Dance Half Day: Report Card Distribution Graduation No Classes: Teacher Wrap-up
April (15 teacher, 15 student)						<p>Total Days in Session: Students - 188 (includes 3 snow days) Teachers - 198 (includes 3 snow days)</p> <p>if extra snow days are needed: June 22nd - June 25th will be added.</p> <p>Marking Period Lengths: 1st Trimester - 56 days 2nd Trimester - 62 days 3rd Trimester - 63 days Spirit week + Graduation: 7 days</p>					
M	T	W	TH	F							
				1	Half Day Prof. Dev						
4	5	6	7	8							
11	12	13	14	15	3 rd Trimester Progress Report Spring Break						
18	19	20	21	22	Spring Break Spring Break Spring Break Spring Break Spring Break						
25	26	27	28	29	School re-opens						

Appendix H. Organizational Chart



Appendix I. Promotion Retention Policy

<p>Pride Academy Charter School East Orange, New Jersey</p> <p>Policy</p>	<p>FILE CODE: 6146.2</p> <table border="0"> <tr> <td style="border-bottom: 1px solid black; width: 20px;"></td> <td>Monitored</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">X</td> <td>Mandated</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">X</td> <td>Other Reasons</td> </tr> </table>		Monitored	X	Mandated	X	Other Reasons
	Monitored						
X	Mandated						
X	Other Reasons						

PROMOTION/RETENTION

The board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The lead person shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-12. The regulations shall include:

- A. Standards of proficiency related to school goals and objectives and student proficiency;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- A. Notification to parents and pupils, at appropriate times during the school year, of the pupil's progress in meeting the promotion and remediation standards;
- D. Immediate consultation with the pupil's parent or guardian if, in the teacher's judgment, there is any indication that the pupil's progress may not be sufficient to meet these standards;
- E. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians, teachers and students, where appropriate, to participate in the development of the policy.

Progress reports for students in in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all pupils enrolled in the school. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: June 2008
 NJSBA Review/Update: September 2016
 Readopted: September 2016

Key Words

Promotion, Retention

<p><u>Legal References:</u> <u>N.J.S.A.</u> 18A:4-24 <u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:35-4.9 <u>N.J.A.C.</u> 6A:8-4.1 <u>N.J.A.C.</u> 6A:8-4.2</p>	<p>Determining efficiency of schools; report to state board Boards of education; establishment of standards Student promotion and remediation; policies and procedures Statewide assessment system Documentation of student achievement</p>
--	---

File Code: 6146.2

PROMOTION/RETENTION (continued)

N.J.A.C. 6A:8-5.1 Graduation requirements

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

- Cross References:**
- *5113 Absences and excuses
 - *5120 Assessment of individual needs
 - *5124 Reporting to parents/guardians
 - *6142 Subject fields
 - *6142.2 English as a second language; bilingual/bicultural
 - *6143 Curriculum guides
 - *6145 Extracurricular activities
 - *6146 Graduation requirements
 - 6146.1 Acceleration
 - *6147 Standards of proficiency
 - *6147.1 Evaluation of individual student performance
 - *6171.1 Remedial instruction
 - *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Appendix J. Graduation Policy



Promotion-Graduation Policy and Standards 2020-2021

To ensure that students at Pride Academy meet the required benchmarks of learning in their current grade so that they can be most successfully prepared to take on the academic challenges of the next grade, the administration and faculty have developed a set of promotion and graduation standards. Please review them carefully with your child.

5th -7th Grade Promotion Standards

To be promoted to the next grade, a Pride Academy student must achieve **final grades of at least a D in the core subjects** of English Language Arts, Social Studies, Science, and Math. Should a student receive an **F in two or more** of these subjects, he/she may be required to attend mandatory summer school, or complete assignments relevant to the content area, in order to achieve a greater level of competency level in the failed subject areas to be promoted to the next grade. A student who attends summer school or completes the required coursework for this purpose and who does not achieve the necessary competency over the summer in that subject may be required to repeat the grade.

In the event that Pride Academy does not hold their own on-site summer school program, students will be required to complete work packets and/or online assignments that will need to be submitted to the Main Office at Pride Academy on a date to be determined in July 2019.

If a **student fails both English Language Arts and Math**, or receives **three or more F's** in the subjects of English Language Arts, Social Studies, Math, and Science, he/she may be recommended for retention.

Pride Academy Charter School complies with New Jersey Statutes that require students to attend school regularly. Excessive unexcused absenteeism that results in an accumulation of more than 18 unexcused absences may result in a parent/guardian being called to a Truancy Court hearing in their child's district of residence and impact their child's overall readiness to be promoted to the next grade.

8th Grade Promotion and Graduation Standards

To be awarded a Pride Academy diploma, an 8th grade student must achieve final grades **of at least a D in the core subjects** of English Language Arts, Social Studies, Math, and Science. Should a student receive an **F in two or more** of these subjects, he/she may be required to attend mandatory summer school or complete coursework to achieve an increased level of competency in the failed subject areas in order to graduate. **The student will receive his/her diploma only upon successful completion of the work in the courses and will be ineligible to participate in the graduation activities. Participation in the graduation ceremony will be determined by Administration.** In addition, all outstanding balances owed need to be paid in full in order to participate in any graduation activities, including but not limited to the graduation ceremony.

A student who does not achieve the required competency over the summer may not graduate and may be asked to repeat the 8th grade. In the event that Pride Academy does not hold its own on-site summer school program, students will be required to attend summer school at a local

public school or complete work packets and/or online assignments that will need to be submitted to the Main Office at Pride Academy on a date to be determined in July 2019.

If a **student fails both English Language Arts and Math**, or receives **three or more F's** in the subjects of English Language Arts, Social Studies, Math, and Science, he/she may be recommended for retention and will not be eligible to participate in the graduation ceremony and 8th grade activities (i.e. Awards Ceremony, Social, and Field Trip).

Pride Academy Charter School complies with New Jersey Statutes that require students to attend school regularly. Excessive unexcused absenteeism that results in an accumulation of more than 18 unexcused absences may result in a parent/guardian being called to a Truancy Court hearing in their child's district of residence and impact their child's overall readiness to be promoted to the next grade.

Pride Academy Charter School is committed to academic and personal excellence. We encourage all families to support us with reinforcing these guidelines and communicating how important it is for your children to come to school on time every day, complete homework, and be prepared to learn. Education is the key to success and opportunities for continued success and personal agency in high school, college, and the work-place.

Please Note: Due to the impact of the COVID-19 pandemic and the learning challenges that many of our scholars encountered due to the need to receive instruction remotely for the Spring of 2019-2020 school year and majority of the 2020-2021 school year coupled with the social-emotional impact of lockdown, isolation, and COVID-19 trauma and loss, we approached our promotion and retention decisions differently. Using a mindset framed in compassion, equity, and justice, all decisions were made with an understanding that the promotion of high-support students to their next grade in the 2021-2022 school year will require instructional and SEL programs, interventions, levels of differentiation, and strategies to address the gaps in foundational grade level skills and standards so that scholars can accelerate along their pathway through middle school and preparation for high school.