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**New Jersey Department of Education,
Office of Charter and Renaissance Schools**

**Annual Report Template
(Updated June 2023)**

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

Annual Report Submission

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

Submission Process for the 2022-2023 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2023.” To submit the report, upload it to the subfolder “Annual Report 2023” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or PDF document using the [file naming convention](#) found at the end of the document and then uploaded to the “Annual Report 2023” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements

A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Tuesday, August 1, 2023. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 3, 2023.

Basic Information about the School

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

Table 1: Basic Information

Name of charter school	STEMCivics
Grade level(s) to be served in 2023-2024	6-12
2022-2023 Total enrollment as of June 30, 2023	592
2022-2023 Students with disabilities (SWD) enrollment as of June 30, 2023	78
2022-2023 English language learners (ELL) enrollment as of June 30, 2023	29
Projected enrollment for 2023-2024	600
Current waiting list for 2023-2024 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	0
Waitlist within the district/region of residence	0
Waitlist of non-resident district/region of residence	0
Website address	www.stemcivics.org
Name of board president	Robin Lipman
Board president email address	robin.lipman@stemcivics.org
Board president phone number	954-937-9811
Name of school leader	Leigh Byron
School leader email address	leigh.byron@stemcivics.org
School leader office phone number and extension	609-619-2000
Name of Title IX McKinney-Vento District Homeless Liaison	ChaeUn Hwang
Name of School Business Administrator (SBA)	John Snuffin
SBA email address	john.snuffin@stemcivics.org
SBA phone number	609-485-5713

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

Table 2A: School Site Information

Site name	PURPLEfect Palace
Year site opened	2014
Grade level(s) served at this site in 2022-2023	9-12
Grade level(s) to be served at this site in 2023-2024	9-12
Site street address	1555 Pennington Road
Site city	Ewing
Site zip	08618
Site lead or primary contact's name	Kate Slovich
Site lead or primary contact's office phone number and extension	215-962-0123
Site lead or primary contact cell phone number	215-962-0123
Site lead's email address	kate.slovich@stemcivics.org

Table 2B: School Site Information

Site name	PURPLEfect PArc
Year site opened	2108
Grade level(s) served at this site in 2022-2023	6-8
Grade level(s) to be served at this site in 2023-2024	6-8
Site street address	720 Bellevue Avenue
Site city	Trenton
Site zip	08618
Site lead or primary contact's name	Yvette Hernandez
Site lead or primary contact's office phone number and extension	609-613-6421
Site lead or primary contact cell phone number	609-613-6421
Site lead's email address	yvette.hernandez@stemcivics.org

Education Program and Capacity

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

1.1 Mission and Key Design Elements

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

Using STEM as a motivator to promote academic excellence and inspire civic engagement and to ensure students are ready for college and career. (Our unofficial mission is to change lives.)

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

Execution of our key design elements is instrumental in our consistently high graduation rate and pursuit of post-secondary educational pursuits. Notably, 82% of our graduating class is pursuing college, career, or the military. Also, 24% of the entire high school is enrolled in AP/dual enrollment courses.

Personalized Education

Students at STEMCivics benefit from a remarkably low student: dean/dean lite/counselor ratio (20:1 at Parc; 33:1 at Palace). While most schools have a 250:1 ratio, our numbers ensure that someone who knows and understands the students is always available to guide them throughout their educational journey. Deans and counselors also loop with their students to provide continued support and guidance during grades 6-12.

Courses are added specifically to respond to the needs, interests and abilities of our student body. For example, African-American Dual Enrollment and AP Calculus were added at the request of students.

STEM

STEM is integrated throughout the districts' programming and culture. Grades 6-11 receive top-tier STEM courses via the Project Lead the Way curriculum, including Pre-Engineering, Biotechnology and Civil Engineering, to provide a foundation for applied mathematical reasoning and STEM careers and pathways. Notably, STEMCivics was the only charter school in the 120 school NJ-Eastern PA division to qualify for US FIRST Robotics District Championship Competition. Our students were also invited as guests to the national competition in Texas.

Additionally, monthly lessons, labs, and staff development are provided on site by Liberty Science staff. Articulation with the USA Team to International Mathematical Olympiad (IMO) head coach and assistants provides a network of professional support and guidance for our middle school mathematics competition team. Our community partners also include Princeton Plasma Physics Lab which provides on site presentations and lab visits for our student body. STEMCivics also partnered with Rutgers University on a National Science Grant funding opportunity that would provide summer lab professional development experience for our science teachers.

Diversity, Equity, and Inclusion

Students of all attributes/profiles are represented in advanced classes, on teams, in clubs, and on missions. Hispanic Heritage Month, Pride Month, and Black History Month are celebrated within the school community and are used as opportunities for education and empowerment. Week of Respect is observed and fosters schoolwide understanding of respect for self, respect for others and respect for community. OnCourse Analytics is used to monitor for any achievement gaps based on demographic criteria. Administrators have an "open door" culture wherein students and staff can directly report any concerns regarding equity or harassment. Additionally, anonymous reporting is available via email.

Focus on Higher Education – AP/Dual enrollment for students in grades 9-12

Supporting post-secondary education is the determining factor when making programming decisions. 24% of the high school enrolled in dual enrollment/AP courses in 2023. STEMCivics was selected to be the pilot school in Stockton University's summer college program, providing students with the opportunity to attend a week of classes at Stockton's Galloway campus, and then continue the course remotely to earn 4 credits. Students are inspired to explore college options through multiple on-site college, trade school, military recruitment visits, as well as college tours each year. As a result of these efforts, 82% of the Class of '23 is pursuing college, trade school, or the military.

Extended Learning Opportunities

STEMCivics provides wrap-around services that rapidly and creatively address the academic and emotional needs of students during and outside of the typical school day. Programming for academic remediation/enrichment includes:

- Evening tutoring
- Saturday school
- Summer school – enrichment and credit recovery
- Pull-out RTI math classes during the school day
- College classes (Dual-enrollment and at partner institutions)

International Missions

Civic engagement and developing a global perspective are key parts of the STEMCivics mission. In addition to local community service opportunities, students participate in service missions to create connections with the global community, learn life skills, expand their world view and provide support to communities in need. In 2023, 52 students attended trips to Panama and Greece.

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

Our mission-specific goal is to ensure students are ready for college and career. We feel we accomplished this goal, as 82% of the senior class is pursuing college, trade school, or the military. In addition, 97 students (a quarter of the school) were enrolled in dual enrollment/AP classes.

Guidelines

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

Table 3: Format

Goal	As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework. Everything we do is targeted at having our students graduate, just as a business focuses on making a profit to sustain itself or a professional sports team strives to win, students must graduate at a minimum for this opportunity for future success. Thus, our goal is to have at least 90% graduate.
Measure	graduation rate; participation in AP/dual enrollment courses, and rate of students pursuing college, trade school, or the military
Target	maintain high graduation rate (primary) and AP/dual enrollment program rates (secondary), and pursuit of college, career, and military after graduation
Actual Outcome	100% graduated in 2023. In addition, 24% of the school were enrolled in AP/dual enrollment courses. Moreover, 82% of the Class of '23 is pursuing college, career, or the military. GOAL ACCOMPLISHED

1.2 Curriculum

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

1.3 Instruction

- a) What constitutes high quality instruction at this school?

At STEMCivics teachers embrace the use of 21st century teaching strategies: communication, collaboration, critical thinking and creativity to drive student-centered and engaging lessons. The alignment of the instruction is directly correlated to the NJSLA standards. Certified administrators provide quality feedback to the teachers to ensure that we have our fingers on the pulse of pedagogy and student achievement. Lessons are well thought-out and meet the differentiated needs of all students. Lesson plans are student focused to enhance student achievement.

High quality instruction is rigorous and interactive, focusing on developing student social emotional learning skills, in addition to developing their academic abilities. We have a long-term view, focusing on students' graduating, applying strategies of incremental and continual growth, stressing resilience when appropriate.

High-quality instruction encompasses several key elements that contribute to effective teaching and positive student outcomes. High-quality instruction starts with well-defined and specific learning objectives. Teachers clearly communicate what students are expected to know, understand, and be able to do by the end of a lesson or unit. Clear learning objectives guide instruction and provide students with a sense of purpose and direction.

Our teachers recognize that students have diverse learning styles, abilities, and needs. They employ differentiated instruction strategies to address these differences and tailor instruction to meet individual student needs. This may involve adjusting the pace, level of challenge, or instructional materials to ensure that all students can access and engage with the content.

High-quality instruction actively engages students in the learning process. Teachers create opportunities for students to participate, collaborate, and apply their knowledge in meaningful ways. This may include group discussions, hands-on activities, problem-solving tasks, and real-world connections that promote critical thinking and active learning.

A key element in quality instruction is a well-managed classroom environment. Teachers establish clear expectations, routines, and behavior management strategies that create a positive and respectful learning atmosphere. A well-managed classroom allows for maximum instructional time and minimizes disruptions, enabling students to focus on learning. Ongoing formative assessments are integrated into high-quality instruction.

Teachers use a variety of assessment strategies, such as questioning techniques, quizzes, observations, and performance tasks, to gauge student understanding and provide timely feedback. This helps our teachers make instructional decisions, identify learning gaps, and tailor instruction to address individual student needs.

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

Our school's common instructional practices typically include a combination of teacher-led instruction, group work, hands-on-activities, and assessments. Teachers deliver lessons, explain concepts, and provide guidance to students. They may also facilitate collaborative learning experiences where students work together on projects or discussions. Hand-on activities engage students in active learning and help reinforce concepts learned. Assessments, such as tests or projects, are used to evaluate student understanding and progress.

Teachers provide explicit instruction, deliver lessons, and guide students through structured lessons to impart knowledge and skills. Students explore topics through questioning, investigation, and problem solving. Classes offer project based learning where students engage in extended projects that involve research, collaboration, and hands-on application of real-world problems.

Differentiated instruction allows teachers to tailor their instruction to meet the diverse needs of their students, adapting content, tasks and assessments to accommodate the different learning abilities. Students work together in small groups to complete tasks, share knowledge, and develop social skills while promoting teamwork and collaboration. Our educators incorporate digital tools and resources, such as interactive educational programs and educational apps to enhance teaching and learning experiences.

Teachers use ongoing assessments, such as quizzes, class discussions, and observations to monitor student progress and provide feedback. Students with special needs or IEPs receive personalized educational plans that outline specific accommodations, modifications, and support services to address their learning needs. Our educators recognize and value students'

diverse backgrounds and experiences, incorporating culturally relevant content, perspectives and teaching strategies to be more inclusive and engaging.

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

Our school has taken proactive measures to address learning loss stemming from the Covid-19 public health emergency. We recognized the unique challenges our students faced during the pandemic and worked to mitigate the impact on their education.

To address learning loss, we conducted comprehensive assessments (iReady Diagnostics, IXL Diagnostics, ALEKS Diagnostics) to identify individual learning gaps and tailored our instructional strategies accordingly. We provided targeted intervention programs that focused on specific skill areas where students needed additional support. These programs included small group instruction, one-on-one tutoring (virtual and in-person), and personalized learning plans through data folders, and Saturday school programs. Additionally, we offered summer enrichment activities to provide students with additional instructional time.

We prioritized social-emotional support, offering counseling services and implementing social-emotional learning initiatives to help students cope with the challenges they faced. Despite our efforts, we acknowledge that areas of opportunity still exist. Ongoing social-emotional support remains critical as students continue to navigate the effects of the pandemic.

We continually assess our approaches, leveraging community partnerships (particularly with Rider University, Millhill Nonprofit Organization in Trenton, and Boys and Girls Club) and seeking input from stakeholders, we continue to strive to address these areas of opportunity and ensure that our students receive the support they need to overcome learning loss and thrive academically and emotionally.

- d) Please describe the school's policies regarding instruction for students who were required to quarantine during the 2022-2023 school year.

There were several policies that were implemented to ensure that students who were required to quarantine during the 2022-2023 school year had access to continued instruction and support. To facilitate instruction for quarantined students, we have adopted a blended learning approach. Our teachers provided remote learning materials and assignments through our online learning platforms, Google Classroom, Nearpod, Edpuzzle, etc. These materials are aligned with the curriculum being taught in the classroom, allowing quarantined students to remain on track with their peers.

Teachers utilized various digital tools, such as video conferencing and online collaboration platforms, to deliver live or pre-recorded lessons. This enabled quarantined students to participate in synchronous or asynchronous learning experiences and interact with their teachers and classmates. Teachers were available for virtual hours to address any questions or concerns students may have.

Each student's situation was unique, and some required additional support. In such cases, our school worked closely with the student, their parents/guardians, and our support staff to develop individualized plans. This included providing accommodations, modifications, or additional resources to ensure that quarantined students can fully engage in their learning and make progress.

Regular communication was maintained with parents/guardians of quarantined students to provide updates on assignments, expectations, and any changes to the child's learning plan. Our school counselors and support staff were also available to address the social-emotional needs of quarantined students and provide guidance and assistance as necessary.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2022-2023 school year. What support will the school provide in the 2023-2024 school year?

Retaining students is a serious decision that requires careful consideration and support. In the 2023-2024 school year, our primary focus will be on providing comprehensive support to the two retained students in 7th grade to ensure their academic and social-emotional success.

Academically, we will develop individualized learning plans for each student that address their specific needs and learning gaps. This may involve targeted interventions, additional instructional support, and access to specialized programs or resources. We will closely monitor their progress and regularly assess their growth to make necessary adjustments and ensure they are making significant strides towards meeting grade-level expectations.

In terms of social-emotional support, we will provide counseling services to help these students navigate the emotional impact of being retained. Our counselors will work closely with them to build resilience, self-confidence, and a positive mindset towards their academic journey. We will also create a supportive environment within the school, fostering a sense of belonging and inclusion for these students. In addition to individualized support, we will promote a collaborative approach involving teachers, parents, and other support staff. Regular communication and progress updates will be provided to parents/guardians to ensure they are fully involved in their child's educational journey.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2022-2023 school year for the purpose of determining student achievement. Fill in the following local benchmark assessment data by percentage of students below, on, or above grade level, with "grade level" referencing the charter school's expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). Please include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.
- b) New Jersey Student Learning Assessments (NJSLA) resumed in the 2021-2022 school year. In table 5, fill in the table to show year over year trends in proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all NJSLA administered by the school. Note: If 2022-2023 NJSLA results have not been released to schools by July 15, 2023, then leave the 2022-2023 column blank.

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	NA	NA	NA
ELA 1	NA	NA	NA
ELA 2	NA	NA	NA
ELA 3	NA	NA	NA
ELA 4	NA	NA	NA
ELA 5	NA	NA	NA
ELA 6	91%	9%	N/A
ELA 7	80%	20%	N/A
ELA 8	84%	16%	NA
ELA 9	66%	20%	14%
ELA 10	77%	13%	10%
ELA 11	86%	14%	0%
ELA 12	83.8%	4.4%	12%
MAT K	NA	NA	NA
MAT 1	NA	NA	NA
MAT 2	NA	NA	NA
MAT 3	NA	NA	NA
MAT 4	NA	NA	NA
MAT 5	NA	NA	NA
MAT 6	98%	2%	NA
MAT 7	98%	2%	NA
MAT 8	100%	0%	NA
Algebra I	87%	13%	0%

Assessment	Below (%)	On (%)	Above (%)
Geometry	95%	4%	1%
Algebra II	96.6%	1.7%	1.7%

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

Assessment	Below (%)	On (%)	Above (%)
ELA K	NA	NA	NA
ELA 1	NA	NA	NA
ELA 2	NA	NA	NA
ELA 3	NA	NA	NA
ELA 4	NA	NA	NA
ELA 5	NA	NA	NA
ELA 6	92%	8%	NA
ELA 7	81%	19%	NA
ELA 8	76%	24%	NA
ELA 9	80%	20%	0%
ELA 10	81%	19%	0%
ELA 11	88%	12%	0%
ELA 12	93.1%	6.9%	0%
MAT K	NA	NA	NA
MAT 1	NA	NA	NA
MAT 2	NA	NA	NA
MAT 3	NA	NA	NA
MAT 4	NA	NA	NA
MAT 5	NA	NA	NA

Assessment	Below (%)	On (%)	Above (%)
MAT 6	98%	2%	NA
MAT 7	96%	4%	NA
MAT 8	95%	5%	NA
Algebra I	78%	19%	3%
Geometry	83%	4%	13%
Algebra II	94.4%	2.8%	2.8%

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

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

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

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

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 3	NA	NA
ELA 4	NA	NA
ELA 5	NA	NA

NJSLA Assessment	2021-2022 Percentage of students who met or exceeded expectations	2022-2023 Percentage of students who met or exceeded expectations
ELA 6	14%	11%
ELA 7	30%	24%
ELA 8	22%	21%
ELA 9	20%	32%
ELA 10	N/A	N/A
MAT 3	NA	NA
MAT 4	NA	NA
MAT 5	NA	NA
MAT 6	0	3%
MAT 7	0	3%
MAT 8	1%	3%
Algebra I	3%	6%
Geometry	1%	1%
Algebra II	0%	0%

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

The district has created a gifted and talented program and added Early College, AP, Honors and Dual-Enrollment classes to challenge our academically gifted students. The district has implemented tiered interventions to meet the needs of students with academic challenges and/or learning loss, including evening and weekend tutoring (virtual and in-person) along with credit recovery programs. ELLs are provided with bilingual tutors and sheltered instruction.

The middle school provides texts in both English and Spanish for selected courses. Students with disabilities have additional support provided by grade-level deans and school counselors to supplement their IEP/504 accommodations and modifications. The district provides resource room and in-class support services to accommodate diverse learners. The majority of our students are free and reduced lunch, thus our program has always been designed to support economically disadvantaged learners. After school tutoring is provided in person and virtually.

The school also gathers comprehensive data on student performance, disaggregated by subgroup and grade levels. This includes academic assessments, attendance, and disciplinary data. The school identifies measurable goals for academic achievement in each grade level with consideration of overall grade level performance. Targeted instruction is implemented to provide differentiation to address the diverse needs of our student population. The school provides additional support, resources, and interventions to students who may require additional attention.

We are examining student growth performance on a student-by-student level to identify students who progressed, remained at the same, or fell in performance levels. For example, In ELA 9, 23% of students improved by one level in 2023 over their 2022 performance levels. We continue to focus on students over the long haul with the overall goal of their graduating.

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

<u>Subject</u>	<u>Grade Level</u>	<u>Diagnostic</u>	<u>Formative</u>	<u>Summative</u>
Math/ELA	6-12	iReady	Teacher Created	Unit Exam/Final Exam
Science, Latin, History, PE/Health, Arts, Engineering	6-8	Teacher Assessments and Observation	Teacher Created	Unit Exam/Final Exam
Science, Engineering, Latin, PE/Health, History, Music	9-12	NJSLA (Grade 11 Science only) Teacher Assessment & Observation	Teacher Created	Unit Exam/Quarterly Exam
Financial Literacy	8 & 11	Moneyskill (11) Everfi (8)	Moneyskill (11) Everfi (8)	Moneyskill (11) Everfi (8)

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

Baseline data was used to determine and inform instructional planning, allowing teachers to address individual learning needs more effectively. Monitoring student data from iReady and teacher created assessments throughout the year provides ongoing feedback on students' progress and helps identify areas where instructional adjustments are needed. This process allows teachers to track student growth, identify learning gaps, and modify instructional strategies as necessary.

- h) Describe the school's process for selecting the locally administered assessments. Explain how they align to NJSLA and the school's chosen curricula.

STEMCivics typically selects locally administered assessments by considering a variety of factors. We identify and review the curriculum and state standards to determine the key concepts, skills and knowledge students should acquire. We establish clear objectives for the assessments, aligning them with the curriculum and state standards; these objectives outline what students should demonstrate mastery of. We also define the criteria which may include designing tests, performance-based tasks, projects or other forms of assessment. Based on the results, the school adjusts instructional strategies to address areas where students may require additional support or enrichment. The school continuously monitors and reviews the effectiveness of the assessments in aligning the curriculum with the state standards and implements changes when needed based on state guidance. Adjustments and refinements are made to improve the assessment process.

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

The results from statewide and locally administered assessments indicate that students demonstrate similar performance in both ELA and math. These findings suggest that improvement in both subjects are necessary to enhance student achievement.

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

Schoolwide data is distributed to all stakeholders through a secure and efficient process to ensure information privacy and accessibility. The data is typically centralized in a student information system, OnCourse, which allows authorized staff members, such as administrators, teachers, and parents access to relevant information. Access to the data is granted based on roles and permissions. Our NJSLA assessment results are mailed to parents, and our teacher created assessment results are available on the OnCourse parent portal. Grades are reviewed during parent-teacher conferences and quarterly during progress reports and 10-day failure notifications.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Leigh Byron	Founder and Head of School	7/2014	\$384,000
John Snuffin	Business Administrator	2/2016	\$200,000
Sherri Richardson	Director of Operations	7/2014	\$160,000
Yvette Hernandez	Principal	7/2017	\$165,000

School Culture & Climate

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

2.1 School Culture and Climate

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

Table 7: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	94%
Elementary School Attendance Rate (grades K-5)	NA
Middle School Attendance Rate (grades 6-8)	96%
High School Attendance Rate (grades 9-12)	93%
Student - Teacher Ratio	15:1

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

Table 8: School Culture and Climate Professional Environment

Teacher Retention Rate from SY 2021-2022 to 2022-2023	81%
Total Staff Retention Rate from SY 2021-2022 to 2022-2023	84%

Frequency of teacher surveys and date of last survey conducted	1 – February 2023
Percent of teachers who submitted survey responses	90%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	92%

b) What were the three main positive aspects teachers identified in the latest survey?

- 1) 96% knew what they were expected to accomplish
- 2) 92% stated the security profile created a safe and secure environment
- 3) 92% were satisfied with their experience at STEM Civics

c) What were the three main challenges that teachers identified in the latest survey?

- 1) 52% were “VERY” satisfied with their experience at STEM Civics
- 2) 77% felt they were respected at STEM Civics
- 3) 88% stated they had the resources to accomplish their goals

(the three challenges above were the lowest response rates on the survey)

d) Fill in the requested information below regarding the school’s discipline environment in 2022-2023. If there was a noticeable increase or decrease in suspensions and expulsions in 2022-2023 compared to 2021-2022, then please describe the reasons for the change below the table.

Table 9: Discipline Environment 2022-2023

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
		Sept. '22 - Jan. '23	Feb. '23 - June '23 (after remediation plan)	
K	NA	NA	NA	NA
1	NA	NA	NA	NA
2	NA	NA	NA	NA
3	NA	NA	NA	NA
4	NA	NA	NA	NA

Grade Level	Number of students enrolled as of Oct. 15, 2022	Number of students receiving an out-of-school suspension (unique count) Sept. '22 - Jan. '23	Number of students receiving an out-of-school suspension (unique count) Feb. '23 - June '23 (after remediation plan)	Number of students expelled
5	NA	NA	NA	NA
6	62	12	6	0
7	64	21	12	0
8	63	10	3	0
9	121	27	11	1*
10	116	61	27	0
11	100	32	19	0
12	59	27	13	0

* carryover from 2021-22

The suspension rate from February-June 2023 was 15% (as opposed to 32% for September 2022-January 2023, before the remediation plan was implemented).

Our climate and culture, using the indicators

- average daily attendance – 92% in 2021-22 to 94% in 2022-23
- out-of school suspensions – 36% in 2021-22 to 15% for February-June 2022-23
- staff retention – 61% in 2021-22 to 84% in 2022-23
- attrition rate – fell from 27% in 2021-22 to 9% in 2022-23
 - only 3% disenrolled because of dissatisfaction with STEMCivics

reflect a settling of the environment after the students were away for 18 months during the pandemic.

2.2. Family and Community Engagement

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

Table 10: Family Involvement and Satisfaction

Number of parents/guardians currently serving on the school’s board, out of the total number of board members	0/5
Frequency of parent/guardian surveys	1

Date of last parent/guardian survey conducted	February 2023
Percent of parents/guardians completing the survey (consider one survey per household)	33%
Percent of parents/guardians that expressed satisfaction with the overall school environment	88%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- 1) 90% stated the security profile ensures a safe and secure environment
 - 2) 90% felt that their child(ren)'s learning is a high priority at STEMCivics
 - 3) 87% believed the staff has a genuine concern for their child(ren)

- c) What were the three main challenges identified by parents/guardians in the latest survey?
- 1) 77% were "VERY" satisfied with their child(ren)'s experience at STEMCivics
 - 2) 82% said the academic program meets/exceeds their child(ren)'s academic needs
 - 3) 83% would recommend STEMCivics to a friend or family member

(the three challenges above were the lowest rates on the survey)

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2022-2023 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

- Parent-teacher conferences (virtual)
- Back to School Night (virtual)
- FAFSA Night (virtual)
- Graduation & promotion ceremonies (in-person)
- National Honor Society induction ceremony (in-person)
- Senior Night (in-person)
- New Student Orientation (in-person)

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

- Supporting extracurricular activities and assisting with clubs and sport teams.

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

Table 11: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Stockton University	dual enrollment	67 students (Environmental Science, Music Composition

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		and Theory, English Composition IV, Lab Physics, African American Studies)
Stockton University	Stockton University High School Dual Credit program's week-long stay on Stockton's campus (June 2023)	Inaugural group for Stockton; 25 students, 3 staff
Stockton University	Admissions officers visit to STEMCivics	Students: 180, staff: 4, hours: 8, resources: Stockton University admissions presentation, info pamphlets and goodies by admissions officers
Squads Abroad	international missions	Two one-week missions to Panama (20 students, three staff); one one-week mission to Greece (32 students, 4 staff)
Princeton Plasma Physics Lab	on-site educational programming/Young Women's Conference	physics lessons to all high school seniors; 10 students (middle and high schools) attended annual conference at Princeton
Liberty Science Center	on-site educational programming	monthly lessons and staff development to all science classes and PD for staff
Trenton PEERS by Mill Hill	Annual partnership with PEERS program to raise awareness and educate STEMCivics students about bullying prevention	Students: 300, staff: 2, hours: 30 per year, resources: PEERS anti-bullying lesson plan, PEERS anti-bullying skit video, classroom activity items (colored papers, markers)
The College of New Jersey (TCNJ)	In partnership with the TCNJ Urban Education department; S.T.E.A.M. Camp Day was held on TCNJ campus, in which STEMCivics students participated in a group	Students: 40, staff: 3 (minus TCNJ coordinators), hours: 7, resources: roller coaster building paper blocks, scissors, wooden sticks, glass

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	science project with a hands-on activity	marbles, lunches provided by TCNJ
HESAA New Jersey Student Financial Aid	Financial aid officers from a local college assigned by HESAA visited STEMCivics and helped complete their 2023-2024 FAFSA applications	Students: 10, staff: 3, hours: 2, resources: FAFSA presentation by HESAA, chromebooks
Mercer County Community College Educational Opportunity Fund (EOF) Office	Federal financial aid (FAFSA) and educational opportunity fund officers from MCCC visited STEMCivics to help review the state's various EOF programs, and to complete their 2023-2024 FAFSA and EOF applications	Students: 10, staff: 4, hours: 2, resources: FAFSA and EOF presentations by MCCC, chromebooks, EOF pamphlets by MCCC

Stockton University	College Tour	65 students , 4 staff members tour Stockton's Atlantic City Campus, admission, financial aid, scholarships, sports, enrollment, college life
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Fairleigh Dickerson University	College Tour	65 students, 4 staff members, students tour campus, admissions, financial aid, scholarships, sports, enrollment , college life
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Table 12: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
St. James Incarnation Church	Annual Loaves and Fishes program; students and the congregation	Students: 40, staff: 1, hours: 4 per year, resources (provided by the

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	volunteer together to make bagged lunches for those in need	congregation): bread, peanut butter, jelly, napkins, paper bags, gloves
League of Women Voters Lawrenceville	Annual voter registration at school: The League visits school every year to help register students to vote and to educate them on voting rights	Students: 30, staff: 2, hours: 5 per year; resources: voter registration paperwork, pamphlets containing voter registration rights and upcoming election dates
National Junior Tennis and Learning of Trenton (NJTL)	Tennis Club	30 students 2 Advisors 2x per week for 90 min
Dunraven Stables	Equestrian Club	34 students 2 advisors 2x per week for 90 min
Rockville Climbing Center	Rock Climbing Club	30 students 1 advisor 2x per week for 90 min
Fencing Club of Mercer County	Fencing Club	5 students 1 advisor 2x per week for 90 min
Astro Gymnastics	Gymnastics Club	5 students 1 advisor 2x per week for 90 min
Hamilton Lanes	Bowling Club/Team	32 students 2 advisors

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
		5x per week for 90 min
CenterCourt Sports of Lawrenceville	Ninja Warrior Training Club	20 students 1 advisor 2x per week for 90 min
CenterCourt Sports of Lawrenceville	Baseball/Softball Training	15 students 2 advisors

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

Board Governance

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

3.1 Board Capacity

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

Table 13: Board Governance

Number of board members required by the charter school’s bylaws	5
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	6/2023
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	6/2023
If applicable, date of the latest evaluation of the charter school’s contracted education service provider such as a charter management organization (CMO) or education management organization (EMO) (include a copy of the board’s evaluation tool for this contracted organization as Appendix D)	NA

b) List the amendments to bylaws that the board adopted during the 2022-2023 school year.
none

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

- 5131: Conduct and Discipline
- 5131.1: Harassment, intimidation, and Bullying
- 2224.1: Title IX – Sex Discrimination
- 3542.2: School Meal Program, Arrears
- 6140: Curriculum Adoption

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

- a. Commitment to mission of changing lives and taking great pride in preparing students for college and career as evidenced by
 - i. the February 2023 Parent and Staff Satisfaction Surveys, and
 - ii. 82% of the Class of '23 is pursuing college, career, or the military
 - iii. 25% of the entire high school is enrolled in dual enrollment/AP classes
- b. Diversity in attributes of board members
- c. Organizational capacity:

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

- d. having to accomplish more with less funding
- e. effect of the teacher shortage
- f. effects of COVID-19

3.2 Board Compliance

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

Table 14: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Robin Lipman	7/1/21	6/30/24	Chair	robin.lipman@stemcivics.org	5/21/18	I- 6-21-19 II - 3-6-20 II - 6-11-21

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
						IV- 6-7-22
Kevin Demmo	7/1/21	6/30/24	V. Chair	kdemmo31@gmail.com	10/15/14	I - 1-30-15 II - 3-21-16 III-8-17-17 IV-6-13-22
Amanda Byard	7/1/21	6/30/24	Member	aakbyard@gmail.com	7/2/14	I-12-20-14 II - 5-6-15 III-8-25-17 IV-5-11-22
Adrian Zappala	7/1/23	6/30/26	Member	aczappala@gmail.com	10/26/17	I - 6-18-18 II - 6-18-19 III-3-10-20 IV-5-10-21

new members (regular and student) will be appointed in August/September

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

<https://www.stemcivics.org/about-us/board-of-trustees/minutes-2022-23>

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

May 2023 (June 2023 will be voted on at the August 2023 meeting; no July 2023 meeting)

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

Access and Equity

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

4.1 Access and Equity

- a) Fill in the requested information in Table 15 below regarding the timeline of the school’s application process for prospective students for school year 2022-2023.

Table 15: School Year 2022-2023 Application Process Timeline

Date the application for school year 2022-2023 was made available to interested parties	10/1/2022
Date the application for school year 2022-2023 was due back to the school from parents/guardians	open; after feedback from NJDOE, we redesigned our process for 2023-24; see our Admission Process webpage
Date and location of the lottery for seats in school year 2022-2023	NA

- b) Provide the URL to the school’s application for prospective students for school year 2022-2023. As **Appendix F**, provide a copy of the application in as many languages as available.
- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2022-2023.

<https://www.stemcivics.org/admission/admissions-form>

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

English, Spanish

- e) List all ways in which the school advertised that applications for prospective students for school year 2022-2023 were available prior to the enrollment lottery.

newspapers, online advertisements, flyers in neighborhood stores/apartments

- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2022-2023.
- g) Explain the school’s enrollment backfilling policy, then, as **Appendix G**, include the school’s board-approved policy.

We accept applications throughout the year providing there is enrollment.

Table 16: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2022-2023	Number of students retained in 2022-2023 for the 2023-2024 school year
K	NA	NA	NA
1	NA	NA	NA
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	NA	NA	NA
6	8	3	0
7	12	10	2
8	8	14	0
9	10	3	0
10	15	12	0
11	2	1	0
12	1	0	0

NOTE: 3% withdrew from STEMCivics for reasons of dissatisfaction with the school (9% withdrew overall)

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

Compliance

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

5.2 Office of Charter and Renaissance School Compliance

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

Table 17: School Site Facility Information

Site name	Administration Building
Facility lease information	
Landlord name	Incarnation St. James
Lease commencement date	7/1/23
Lease termination date	8/1/28
2022-2023 annual lease cost	\$55,000
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2023	NA
Latest date of appraisal	NA
Appraised value of property	NA

Site name	PURPLEfect Palace
Facility lease information	
Landlord name	Incarnation St. James
Lease commencement date	7/1/23
Lease termination date	8/1/28

2022-2023 annual lease cost	\$353,070
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2023	NA
Latest date of appraisal	NA
Appraised value of property	NA

Site name	PURPLEfect Parc
Facility lease information	
Landlord name	Olivett Assembly
Lease commencement date	8/1/23
Lease termination date	7/31/24
2022-2023 annual lease cost	\$202,500
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	NA
Outstanding loan amount as of July 1, 2023	NA
Latest date of appraisal	NA
Appraised value of property	NA

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$610,570
Total lease amount budgeted for 2023-2024	\$595,000

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	0
Mortgage principal budgeted for 2023-2024	0
Mortgage payment interest budgeted for 2023-2024	0

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

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented.
Danielson
- b) Provide a description of the school leader evaluation system that the school has implemented. Narrative detailing accomplishments against goals (graduation rate, staff attendance, fiscal accountability, preparing students for college and career, enhancing opportunities for students)..
- c) As **Appendix H**, provide the board resolution approving the teacher and school leader evaluation systems.

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



Table 20: Appendix File Naming Convention

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

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

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

Statement	Confirm Compliance (Add ✓ or X)
<p>Instructional Providers The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section <i>N.J.A.C. 6A:9 et seq.</i>, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.</p>	x
<p>Background Checks; Fingerprinting The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections <i>N.J.S.A. 18A:6-7.1, et seq.</i></p>	x
<p>Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.</p>	x
<p>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.</p>	x
<p>Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section <i>N.J.S.A. 18A:46-1 et seq.</i>, and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities.</p>	x
<p>Facility Location The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to <i>N.J.A.C. 6A:11-2.2</i>, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued</p>	x

Statement	Confirm Compliance (Add ✓ or X)
by the local municipal enforcing official at <i>N.J.A.C. 5:32-2</i> (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at <i>N.J.A.C. 5:70-4</i> . Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	

School Official/School Lead

Signature of School Official (School Lead): *Leigh Byron*

Date: **7/25/23**

Print/Type Full Name: Leigh Byron

Title: Head of School

Signatory Office (President, Board of Trustees)

Signature: *Robin Lipman*
Robin Lipman (Jul 25, 2023 18:27 EDT)

Date:

Print/Type Full Name: Robin Lipman

Title: Board Chairperson







2023 Charter School Annual Report

Final Audit Report

2023-07-25

Created:	2023-07-25
By:	Leigh Byron (lbyron@stemcivics.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQ-jXE58cjfTB7x6AQPPV0O1M233KOchE

"2023 Charter School Annual Report" History

-  Document created by Leigh Byron (lbyron@stemcivics.org)
2023-07-25 - 10:23:15 PM GMT- IP address: 15.181.145.182
-  Document emailed to robin.lipman@stemcivics.org for signature
2023-07-25 - 10:24:11 PM GMT
-  Email viewed by robin.lipman@stemcivics.org
2023-07-25 - 10:24:21 PM GMT- IP address: 66.249.83.208
-  Signer robin.lipman@stemcivics.org entered name at signing as Robin Lipman
2023-07-25 - 10:27:57 PM GMT- IP address: 73.29.44.64
-  Document e-signed by Robin Lipman (robin.lipman@stemcivics.org)
Signature Date: 2023-07-25 - 10:27:59 PM GMT - Time Source: server- IP address: 73.29.44.64
-  Agreement completed.
2023-07-25 - 10:27:59 PM GMT