



**2020-2021 3.J Charter Schools Monitoring Report
Foundations Academy Data Request
(Due September 15, 2021)**

Enrollment Data:

Please complete the following information regarding your enrollment:

21-22 Enrollment	
Sept 1, 2021 enrollment	749
Number of students on waitlist	141
Offered seats	5
Projected Oct 1, 2021	754
20-21 Enrollment	
Actual Oct 1, 2020	754
Projected Oct 1, 2020	747
Was your actual Oct 1, 2020 enrollment 5% above or below your projected enrollment?	Below
Enrollment as of Jan 15, 2020	754

Complete the following based on your October Count data from 20-21. Scroll down to School Level Data on [CDE's Pupil Membership site](#).

Number of students	754
Girls	363
Boys	391
Special Populations	

Special Education	76/10.1%
GT	34/4.5%
EL	77/10.2%
FRL	17.8%
Race/Ethnicity	
American Indian or Alaskan Native	2
Asian	5
Black or African American	5
Hispanic or Latino	274/36.3%
White	445/59%
Native Hawaiian or Other Pacific Islander	1
Two or More Races	22

One of the continuing challenges for the 27J Board is the expectation that the student demographic makeup of Foundations Academy is similar to the makeup of surrounding elementary and middle schools. While there has been improvement over time, 27J is out of compliance with this expectation. Document the steps taken in 2020 and 2021 to improve this discrepancy.

Staff Data:

Please complete the following based on September 1, 2021 data:

# of teachers	40
# of new teachers	5
# of additional support staff	9
# of administrators	4
Total staff	58

Unified Improvement Plan

Major Improvement Strategy 1

Please indicate your first major improvement strategy:

We will improve student academic performance in ELA and Math through the analyzing of student data, so that we can ensure that students are on track to be on grade-level and take the State CMAS assessment.

Outside of the CMAS assessments, our Interim assessments are what we work to align our instruction to. We utilize the data as an indicator of how our students will perform on CMAS. The strategy of backwards planning is key to the alignment of instruction to the standards, and to the assessment. We use the DDI protocol to analyze the data, so that we can then reteach those standards where students did not meet, and as a tool to practice assessment taking skills. Teachers are able to model exemplary written responses, so that students have a model to emulate.

Our first interim data is always very important. We use this data to show us the standards that our students are struggling with, so that we can organize our instruction to go back and reteach. As we compare the ELA Interim #1 data to the Interim #2 data, we see that we have improved in all grade-levels and the data aligns fairly closely with our CMAS scores. Our Math data does indicate our biggest concern. We did not see the growth that we would hope from Interim #1 to Interim #2. This is a concern that we feel is attributed to the gap in instruction due to the COVID closure of spring 2020. Our need to assess missed standards and consistently spiral those standards into our instruction throughout the year is very important.

Comparison of Interim Data -2020-2021 to 2021 Spring CMAS Data

******Percent Met or Exceeded*

	ELA 20-21 Interim #1	ELA 20-21 Interim #2	ELA CMAS Spring 2021	Math 20-21 Interim #1	Math 20-21 Interim #2	Math CMAS Spring 2021
3	39	41	50	62	40	N/A
4	25	45	N/A	28	37	31
5	32	59	40	48	52	N/A
6	41	66	N/A	31	21	31
7	33	48	59	43	32	N/A
8	47	48	N/A	69	65	48

What benchmarks did you complete?

In spite of being in a pandemic with students in-person and virtual, we still were able to have a strong level of proficiency in ELA and Math that out performed the district and the state.

2020-2021 CMAS Scores Met/Exceeded	3 rd ELA	4 th Math	5 th ELA	6 th Math	7 th ELA	8 th Math	8 th Science
Foundations	50	31	40	31	59	48	
District	39	28.5	37	15	35	20	
State	39.1	28.5	47.2	24.1	42.6	29.5	

This will continue to be a goal for us this year. We are working to improve our analysis of student data, so that we better meet the needs of all students, and continue to improve our proficiency as measured by CMAS.

Which benchmarks are you still working on?

- Teachers will plan backwards from the quarterly interim assessments to unit and weekly objectives.
- Teacher will analyze all assessment data to understand the effectiveness of instruction and to respond to student needs.
- Teachers will build in time throughout the year to reteach skills missed on interim assessments on an individual basis
- Teachers intentionally align and adjust instruction based on lesson objectives and assessment results to individual, small group, and whole group learning needs.
- Small group instruction is used to provide intervention for students not meeting benchmarks.

What data do you have that supports progress in this major improvement strategy? (i.e. student progress monitoring data, state assessment data, attendance, discipline, etc...)
(see data above)

Major Improvement Strategy 2

Please indicate your first major improvement strategy:

We will build students as responsible learners.

What benchmarks did you complete? This is an on-going goal. We continue to build students who are responsible for assignment completion, knowing data, understanding grade-level standards and when they have met them, and know their grades.

Which benchmarks are you still working on?

- Students will know and understand the learning purpose and the learning outcome for each lesson from knowing the “I Can.”
- Students know the standard/standards that they are expected to meet. They understand what it looks like when they have met the standard.
- Students understand the importance of the weekly assessments, interim assessments, and state assessments.
- All students will know their assessment data and have a clear understanding of whether they are meeting grade-level standards and performing at grade-level.
- Students will understand what resources are available to help them meet standards

What data do you have that supports progress in this major improvement strategy? (i.e. student progress monitoring data, state assessment data, attendance, discipline, etc...)

Attendance Rate - 20-21 94.1%

(Please feel free to continue if you have additional major improvement strategies).

What are your points of pride when you reflect on the 20-21 school year?

- ***CMAS Data shows that we outperformed the district and state averages in ELA and Math on the spring 21 CMAS assessment.***
- ***We remained in school the majority of the year.***

Environment:

What trends did you notice in your family surveys?

-our parent surveys really showed dissatisfaction with our virtual learning program and felt there was a lack of communication. We are really hopeful to see that the satisfaction with parents goes up this year.

Your staff surveys?

We have always had a climate and culture goal for our building. In all that went on last year with COVID, the climate and culture really struggled. We have been working on really hitting this goal this year. Below is our attached goal from our short-cycle plan.

Outcome Goal #3: Create and maintain a positive climate and culture where all school stakeholders own the culture and have a voice in decisions and changes as measured by the Culture question on the Glint survey (“My location has a great culture.”).

<p style="text-align: center;">What?</p> <p style="text-align: center;">Reflection Question: What will the team commit to for the next 9 weeks that will yield the biggest impact on meeting this goal</p>	<p style="text-align: center;">Who?</p> <p style="text-align: center;">Reflection Question: Who will be responsible?</p>	<p style="text-align: center;">How will you know?</p> <p style="text-align: center;">Reflection Question: What will be your evidence this is happening?</p>
<p>Bi-weekly CAT Team meetings including one representative from each grade level, Specials, Paras, and SPED teams.</p>	<p>CAT team</p> <p>Principal</p> <p>CAT team Facilitator</p>	<p>Meeting agendas, follow up emails detailing what was discussed and next steps</p>
<p>Each staff member will participate in one of three committees: CAT team, Social committee (events, etc.), Culture committee (building climate and culture, FISH).</p>	<p>All staff</p>	<p>Meetings are calendarized; activities implemented based on decisions made at meetings</p>
<p>Wing meeting agendas will include opportunities to collect staff feedback with culture check-ins based on Ideal team player expectations: ie, keep doing, stop doing, start doing.</p>	<p>Deans</p>	<p>Wing meeting notes, Team One agenda notes, action steps based on feedback, communication back to staff based on admin action steps</p>
<p>Deans will send out a “Pulse Check” Question each week to measure growth on the Glint Survey and gauge sentiment around the building.</p>	<p>Deans</p>	<p>Google Forms; dean team action steps; communication back to teams on results</p>

What policy changes did you put in place as a result of those trends?

Board Membership and Training

Please provide the following information regarding your Board:

Board Member Name	Start Date	End Date (if applicable)	Current Board Role
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<i>Katherine Burczek</i>	<i>09/18/2018</i>	<i>06/30/2022</i>	<i>President</i>
<i>Theresa Watkins-Maher</i>	<i>06/08/2020</i>	<i>06/30/2024</i>	<i>Vice President</i>
<i>Stephanie Ohm</i>	<i>05/11/2020</i>	<i>06/30/2023</i>	<i>Treasurer</i>
<i>Rachael Watanabe</i>	<i>06/08/2020</i>	<i>06/30/2024</i>	<i>Secretary</i>
<i>Danny Sandoval</i>	<i>08/09/2010</i>	<i>06/30/2023</i>	<i>Director</i>

How often does your Board meet?

Every month, on the first Tuesday of each month, except December and July.

What training did each Board member participate in last year:

<i>Training</i>	<i>Dates</i>	<i>Participants</i>
<i>Overview of roles and responsibilities of charter school board members</i>	<i>04/13/2021</i>	<i>Stephanie Ohm, Rachael Watanabe</i>
<i>Review of management company, and board self-evaluation</i>	<i>06/08/2021</i>	<i>Katherine Burczek, Theresa Watkins-Maher, Stephanie Ohm, Rachael Watanabe</i>
<i>Legislative update on current and pending legislation affecting charter schools</i>	<i>03/08/2021</i>	<i>Katherine Burczek, Theresa Watkins-Maher, Stephanie Ohm, Rachael Watanabe</i>