



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

**Annual Report Template
(Updated June 2024)**

Introduction

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

Annual Report Submission Guidelines

Annual Report Submission

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

Submission Process for the 2023-2024 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2024.” To submit the report, upload it to the subfolder “Annual Report 2024” 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 2024” 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 Thursday, August 1, 2024. 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 1, 2024.

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Learning Community Charter School
Grade level(s) to be served in 2024-2025	PreK-8
Projected enrollment for 2024-2025	639
2023-2024 Total enrollment as of June 30, 2024	639
2023-2024 Students with disabilities (SWD) enrollment as of June 30, 2024	55
2023-2024 Multilingual learners (ML) enrollment as of June 30, 2024	0
Current waiting list for 2024-2025 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	PK-140, K-163, 1-73, 2-57, 3-44, 4-45, 5-44, 6-51, 7-22, 8-13
Waitlist within the district/region of residence	100%
Waitlist of non-resident district/region of residence	0%
Website address	WWW.lccsnj.org
Name of board president	Marisa Gerke
Board president's email address	Marisagerke1@gmail.com
Board president's direct phone number (Do not include charter school number)	201-892-6544
Name of school leader	Colin Hogan
School leader's email address	Chogan@lccsnj.org
School leader's direct office phone number and/or extension	201-332-0900-14
Title IX McKinney-Vento District Homeless Liaison's name and email address	Kacie Anderson, kanderson@lccsnj.org
School Safety Specialist's name and email address	Angel Melendez Amelendez@lccsnj.org

School Threat Assessment Team Members' names and email addresses	Mark August maugust@lccsnj.org , Ve'Dora Wright vwright@lccsnj.org , Beth Stover, estover@lccsnj.org , Kacie Anderson, kanderson@lccsnj.org , Juan Carillo, jacarillo@lccsnj.org , Angel Melendez, amelendez@lccsnj.org , Tatiana Antczak tantczak@lccsnj.org , Irisis Morales Larsen, llarsen@lccsnj.org ,
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Angel Melendez, amelendez@lccsnj.org
Name of School Business Administrator (SBA)	Brian Falkowski
SBA email address	bfalkowski@sboffice.com
SBA phone number	732-631-4009

School Site Information

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

Table 2: School Site Information

Site name	Learning Community Charter School
Year site opened	1998
Grade level(s) served at this site in 2023-2024	PreK-8
Grade level(s) to be served at this site in 2024-2025	PreK-8
Site street address	2495 Kennedy Boulevard
Site city	Jersey City
Site zip	07304
Site lead or primary contact's name	Colin Hogan
Site lead or primary contact's office phone number and extension	201-332-0900 Ext. 14
Site lead's email address	chogan@lccsnj.org

Organizational Performance Areas

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.

The Learning Community Charter School is an independent public charter school dedicated to using an innovative integrated approach to achieve the intellectual, social and emotional development of all students.

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

The Learning Community Charter School is dedicated to developing in its students a passion for learning, a commitment to public service, and the habits and rewards of hard work. At the Learning Community Charter School, we recognize that tolerance, thoughtful debate, and community involvement, which are essential for democracy to flourish, are not innate. In fact, they must be taught, exercised, and owned. We teach all students drawn from all the racial, ethnic, and economic diversity of Jersey City to be active and successful citizens of the interdependent world of the 21st century. We use an integrated curriculum model which enhances critical thinking and creativity. Our students will leave the Learning Community Charter School capable of understanding, practicing, and embracing the principles and habits of democracy, and able to prosper in the rapidly changing technologically advanced global economy. We support each student in the development of personal responsibility, empathy, self-confidence, self-esteem, cooperation, honesty, perseverance, consideration for others, and respect for the environment—all necessary for real-world success.

Learning Community Charter School's educational program is rooted in the practices of project-based learning, social-emotional learning, and community service. Classrooms are designed for students to collaborate and engage with authentic tasks ranging from designing backpacks made out of recycled materials in first grade to researching and designing a community service project that benefits Jersey City and beyond in 8th grade. Students develop work to be shared for public exhibition that is integrative in its design.

The curriculum at LCCS is designed by faculty members and rarely uses textbooks or packaged curriculums. There is instead a heavy emphasis on inquiry-based learning and frequent field experiences to support students' understanding and mastery of academic content

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

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

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2022-2023 to 2023-2024.
Actual Outcome	Ex: In 2022-2023, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2023-2024, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

1.2 Curriculum

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

1.3 Instruction

- What constitutes high-quality instruction at this school?

The school’s curriculum is based on inquiry and project-based learning and field experiences. Student-centered learning is central to the instructional goals of the school. Students are often given choices in terms of topics they choose to explore within in a lesson or even the course they might take to meet an academic requirement. At the same time however, it is expected that all students will engage in integrative learning that draws upon reading, analysis, collaboration, and answering and solving questions and problems that are relevant and highly complex. Learning is differentiated at all times to enable all students to meet academic standards in a challenging format. Work is designed for public exhibition and to even address issues of concern at a neighborhood, community, and global level. Effective instruction at LCCS is integrative in terms of content and application of skills.

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

Students frequently learn in small groups and are posed with open-ended questions or tasks. Skills taught in brief mini-lessons assist our students in navigating complex tasks that generally require the integration of skills taught not only in one particular course but from other academic subject areas as well. To sustain this complex style of instruction there is a heavy emphasis on peer coaching and observation among the faculty. Teachers regularly visit each other's classrooms and participate in lesson studies or view videos of colleagues teaching to isolate and analyze effective practices to support greater student mastery of content. There is an ongoing emphasis on differentiated instruction to enable all students to be successful regarding their learning.

- 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?

LCCS expanded its efforts to provide free and high-quality tutoring to our students both during the school day and after school. This entailed providing three periods per week in grades 6-8 and daily periods in grades K-5 for students to do small group work following our MTSS model. This is entailed students working with their teachers, interventionists, or student interns trained to offer tutoring services based on the tutoring modeled after How Tutoring Works by Doug Fisher and Nancy Frye. Students also had the opportunity to attend free after-school tutoring Monday-Thursday in small group settings taught by a teacher with expertise in their content area. Online tutoring options were also available for students who wished to do their tutoring later in the day or for students who were quarantined. This approach certainly provided support overall to all students, but we struggled at times with making sure that students we identified who needed to attend after-school tutoring followed through and attended the program.

During the 23-24 school year, our participation in the high-impact tutoring grant program provided us with a highly successful program for supporting students in elementary grades in terms of math. We plan to expand our model program which involves training our teachers on the Bridges program to provide small-group intensive tutoring 4 days a week after school. We intend to expand this program and fund it ourselves.

- d) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2023-2024 school year.

Students had the opportunity if they were feeling well enough to participate in their classes virtually. As state health guidelines changed we saw only a few students quarantine this year.

- e) Provide the number and grade levels of any students that the school retained from progressing to the next grade in the 2023-2024 school year. What supports will the school provide in the 2024-2025 school year?

LCCS as a school does not retain students in grade levels. We see that the potential social-emotional harm caused by retention counterbalances our efforts to address academic concerns.

1.4 Assessment

- a) The Department is requesting data from local benchmark assessments administered during the 2023-2024 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 2023-2024 NJSLA results have not been released to schools by July 15, 2024, then leave the 2023-2024 column blank.

Table 4: Proficiency Rates on Local Assessments (% of Students) —Fall Diagnostic Assessment 2023

Assessment	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	41	13	46
ELA 2	22	9	68
ELA 3	33	12	55
ELA 4	20	18	62
ELA 5	21	13	66
ELA 6	32	17	52
ELA 7	25	20	55
ELA 8	11	23	65
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	29	18	54

Assessment	Below (%)	On (%)	Above (%)
MAT 2	22	14	65
MAT 3	27	21	52
MAT 4	33	26	41
MAT 5	23	14	63
MAT 6	39	18	43
MAT 7	30	19	51
MAT 8	75	25	0
Algebra I	19	16	66
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 4b: Proficiency Rates on Local Assessments (% of Students) —End of Year Summative Assessment 2024

Assessment	Below (%)	On (%)	Above (%)
ELA K	N/A	N/A	N/A
ELA 1	37	14	50
ELA 2	17	17	66
ELA 3	24	21	55
ELA 4	20	27	52
ELA 5	17	14	70
ELA 6	31	25	44
ELA 7	11	27	63
ELA 8	21	34	45
ELA 9	N/A	N/A	N/A
ELA 10	N/A	N/A	N/A

Assessment	Below (%)	On (%)	Above (%)
ELA 11	N/A	N/A	N/A
ELA 12	N/A	N/A	N/A
MAT K	N/A	N/A	N/A
MAT 1	27	16	57
MAT 2	22	19	58
MAT 3	33	22	44
MAT 4	30	28	42
MAT 5	35	11	54
MAT 6	32	15	52
MAT 7	21	24	55
MAT 8	31	21	48
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

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	✓

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	✓

Table 5: Proficiency Rates on NJSLA Assessments

NJSLA Assessment	2022-2023 Percentage of students who met or exceeded expectations	2023-2024 Percentage of students who met or exceeded expectations
ELA 3	72	54
ELA 4	80	72
ELA 5	80	76
ELA 6	67	73
ELA 7	81	95
ELA 8	75	81
ELA 9	N/A	N/A
ELA 10	N/A	N/A
MAT 3	65	24
MAT 4	58	62
MAT 5	65	56
MAT 6	39	42
MAT 7	52	50
MAT 8	7	0
Algebra I	57	46
Geometry	N/A	N/A
Algebra II	N/A	N/A

- e) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and racial/ethnic groups).
- f) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2023-2024 year.

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

Benchmark assessment MAPS, and NJSLA data are reviewed at grade level or discipline-based PLCs to assess the effectiveness of instruction. After analyzing student performance on benchmark assessments each PLC determines how to adjust curriculum to either accelerate learning or to provide more opportunities for review and reteaching of content and concepts.

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

MAPS and our benchmark data are already NJLS aligned which makes them useful tools in regard to predicting student performance and progress on the NJSLA. We have not seen discrepancies between student performance on these benchmarks and NJSLA so they remain a strong indicator of student progress.

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

There were no disparities. We find that MAPS data is highly predictive of student NJSLA achievement.

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

MAPS data after each administrative round are mailed to parents. We pair that with sessions that school administration provides in terms of interpreting the data for families in terms of where students are academically. Teachers also review the data with parents and students during conferences. Overall student progress is presented quarterly at board meetings.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 6 below regarding school leadership. Add or delete rows as necessary.

Table 6: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Colin Hogan	Head of School	7/1/2013	\$184,294.03
Angel Melendez	Assistant Head of School	1/28/2019	\$118,007.00
Tatiana Antczak	Assistant Head of School	7/1/2023	\$114,570.00

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)	94.27%
Elementary School Attendance Rate (grades K-5)	94.22%
Middle School Attendance Rate (grades 6-8)	94.67%
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	11.83

- 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 between July 1, 2023, to July 1, 2024	91.83%
Total Staff Retention Rate from July 1, 2023, to July 1, 2024	97.43%
Frequency of teacher surveys and date of last survey conducted	1 annually conducted in October
Percent of teachers who submitted survey responses	54%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	58%

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

Hiring process, academic expectations, diversity, equity, and inclusion

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

Teacher compensation, leadership opportunity, career progression

- d) Fill in the requested information below regarding the school’s discipline environment in 2023-2024. If the suspensions and expulsions in 2023-2024 increased or decreased by ten percentage points or more than those in 2022-2023, please describe the reasons for the change below the table.

Table 9: Discipline Environment 2023-2024

Grade Level	Number of students enrolled as of Oct. 15, 2023	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	64	0	0
1	66	2	0
2	66	0	0
3	66	0	0
4	66	0	0
5	66	0	0
6	67	9	0
7	61	19	0
8	63	1	0
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

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	9 out of 12
Frequency of parent/guardian surveys	1 per year

Date of last parent/guardian survey conducted	May 2024
Percent of parents/guardians completing the survey (consider one survey per household)	54%
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?

Diversity, equity, inclusion, welcoming school environment, school leadership

c) What were the three main challenges identified by parents/guardians in the latest survey?

Value of feedback, academic opportunity, rigor in the classroom

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2023-2024 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

This year LCCS moved to in-person events but kept a hybrid model when a virtual event enhanced participation. Our Halloween Parade was held in person as was our Thanksgiving Singalong which we held at school. Our winter concert remained live for families. Conferences remained virtual since that encouraged attendance. Our school play for grades 5-8 was held in person as was our school spring concert.

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.

Parents often visit our classrooms to read and volunteer frequently to assist with any school program. Parents support the school due to our limited funding by holding multiple development events such as Hudson Gives or our Annual Appeal. Parents also facilitate our Parent Teacher Organization which serves as a conduit for keeping our families informed about happenings at school throughout the year and the various programs offered to our students.

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.
NJCU	Teacher Intern Program- Undergraduate college students training to be teachers assisted in our	100% of all students and staff at LCCS worked with the interns throughout the year

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
	classrooms and ran an after-school tutoring program for our students.	as they were an integral part of our school's programming this year.

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.
Nimbus Dance	We brought Nimbus on to provide hip-hop dance instruction for our students in grades 6-8. We specifically chose to work with them due to their community focus on collaborating with Jersey City. This year through an arts grant from Hudson County we also had Nimbus work with our 2 nd graders in learning choreography. The program was so successful we will fund it this year.	This partnership was for 15 hours per month. LCCS pays for this arrangement. Approximately 70 students participated in this program. LCCS provided funding for a majority of this program with the exception of the grant for 2 nd grade
Hackensack Riverkeeper	Our 6 th graders participated in lessons on river ecology and attended eco rover cruises and river clean up.	This partnership was for 10 hours over one month. 68 6 th graders participated in the program. LCCS provided buses for the field trip.

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.

b) Briefly describe how the educational and community partnerships further 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	Between 3-20
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	7/8/24
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	May 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 and as Appendix E , include a signed, dated, CMO or EMO contract for the 2024-2025 school year.)	

b) List the amendments to bylaws that the board adopted during the 2023-2024 school year.

List the critical policies adopted by the board during the 2023-2024 school year.

- Admission for faculty students
- Sick leave
- Examination for cause

c)

- d) What were the main strengths of the board identified in the latest board self-evaluation?
- Being open to the community;
 - Having inclusive board meetings where members are comfortable speaking up and asking questions;
 - Significant progress was made this past year in improving the quality of the Head of School evaluation process, with regular check-ins throughout the year and an updated evaluation tool that uses data to support areas of strength and continued growth;
 - Strong financial management;
 - Unified goal for creating the best educational environment possible;
 - Trusting each other to represent the expertise each of us can bring to the table;
 - Ability to effectively work together to address matters requiring immediate attention (e.g. established pre-k3 ad hoc committee);
 - Follow through on matters raised by faculty through independent investigation;
 - Addressing matters proactively;
 - Committees established goals and timelines resulting in high productivity and positive outcomes for the school;
 - Board members are united in vision to improve school and to promote the success of the school and its students;
 - Board employs a good secretary who provides sufficient updates on LCCS' financial condition; and
 - The board gives periodic feedback regarding topics of teacher retention and student achievement that need improvement.
- e) What were the three main challenges identified in the latest board self-evaluation?
- a) Board should support school administration more by updating Strategic Plan and implement an annual review of same;
 - b) Board should have more engagement with teachers by soliciting performance feedback on the Head of School and Assistant Heads of School, and further support Head of School by creating a professional development plan for him; and
 - c) Board members must attend meetings more regularly (with meeting in-person on a quarterly basis) to strengthen relationship building and morale.

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
Colin Dunn	6/1/2019	4/30/2026	Treasurer	cdpivot44@gmail.com	3/2016	Gov. I 8/14/2014 Gov. II 11/26/2015 Gov. III 10/17/2019 Gov. IV 12/16/2020 & 12/2024
Nikhil Puri	6/1/2019	6/30/2025	Trustee	nikhil7874@yahoo.com	N/A	Gov. I 11/23/2020 Gov. II 8/1/2021 Gov. III 6/27/2022
Marisa Gerke	6/1/2019	5/30/2022	President as of 6/24	marisagerke1@gmail.com	N/A	Gov. I 5/26/2020 Gov. II 6/14/2021 Gov. III 6/3/2022 Gov. IV 12/1/2023
Angela Bennett Glock	5/1/2020	5/30/2024	President term ended 5/24	abglock27@gmail.com	8/2017	Gov. I 7/16/2018 Gov. II 7/14/2019 Gov. III 7/23/2021
Bertram Okpokwasili	5/1/2016	4/30/2025	Trustee	bokpokwasili@lccsnj.org	N/A	Gov. I 6/30/2020 Gov. II 6/30/2018 Gov. III 6/29/2019

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Paula Mahayosnand	5/17/208	6/30/2023	Trustee	mahastein2@yahoo.com	10/17/2018	Gov. I 6/1/2018 Gov. II 6/27/2022 Gov III 6/28/2022
Neil Abadie	10/1/2019	4/30/2022	Trustee	neil.abadie@gmail.com	N/A	Gov. I 9/4/2021 Gov. II 6/30/2022 Gov. III 6/30/2022
Cathy Agle	5/12/2022	4/30/205	Trustee	cathy@agle.net	N/A	Gov. I 11/5/2022 Gov. II 1/15/2024
Gaspar Cabrera	5/12/2022	4/30/20254	Trustee	gaspar.emilio.cabrera@gmail.com	NA	Gov. I 2/15/2024
Kate Gratto	5/12/2022	4/30/2025	Vice-President	kate.gratto@gmail.com	NA	Gov. I 12/29/2023 Gov. II 12/29/2023
Jaclyn Moore	5/12/2022	4/30/2025	Trustee	moorejaclyn@gmail.com	NA	Gov. I 4/5/2023
Ilea Kozak	6/13/2024	6/12/2027	Trustee	ilea.kozak@yahoo.com		
Suleyni Abreu	6/13/2024	6/12/2027	Trustee	suleyni.abreu@gmail.com		

- 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.lccsnj.org/about_lccs/meet_our_board_of_trustees/2022-2023_meeting_dates_agendas_and_minutes

- 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 2024**

- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. If this policy is posted on the charter school’s website, provide the hyperlink also.

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 2023-2024.

Table 15: School Year 2023-2024 Application Process Timeline

Date the application for school year 2023-2024 was made available to interested parties	10/2/23
Date the application for school year 2023-2024 was due back to the school from parents/guardians	1/26/24
Date and location of the lottery for seats in school year 2023-2024	2/16/24 Location: School Library

- b) Provide the URL to the school’s application for prospective students for school year 2024-2025. As **Appendix G**, provide copies of the 2023-2024 and 2024-2025 initial application in as many languages as available.
<https://docs.google.com/forms/d/e/1FAIpQLSciHn42EeZu8n9kvZ3a9GhSDDvur2IR7kFjPlnwjLJn2uEZQ/viewform>
- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2023-2024 and school year 2024-2025. **The school’s website.**
- d) List all languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below. **English, Arabic, Spanish**
- e) List all ways in which the school advertised that applications for prospective students for school years school year 2023-2024 and school year 2024-2025 were available prior to the enrollment lottery. **Jersey Journal, Americano, Al-Hawadeth. Email newsletter to parents, school’s website**
- f) Fill in the requested information in Table 16 below regarding student enrollment and attrition rates by grade level in 2023-2024.
- g) Explain the school’s enrollment backfilling policy, then, as **Appendix H**, include the school’s board-approved policy.

LCCS strives to keep the enrollment at full capacity at any given time. If students leave the school before or during the school year, we contact the applicants at the top of the waitlist for that specific grade to offer them the available seat. This is a policy that starts July 1st and ends the last day of school of that school year. We follow this procedure from year to year working with a current wait list generated at the annual lottery. If we have availability in one grade and the wait list for that particular grade has been exhausted, we will contact the applicant on the top of the wait list for another grade.

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 2023-2024	Number of students enrolled in school year 2023-2024 who continued enrollment in school year 2024-2025
K	6	12	66
1	2	3	66
2	0	2	67
3	6	2	61
4	1	1	66
5	2	6	63
6	6	4	67
7	3	9	67
8	0	0	0 – All students graduating
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

- 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	NA
Site address	NA
Facility lease information	NA
Landlord name	NA
Lease commencement date	NA
Lease termination date	NA
2024-2025 annual lease cost	NA
Facility mortgage/bond information	NA
Purchase date	NA
Mortgage lender/Bond Issuer(s)	Reinvestment Fund
Outstanding loan amount as of July 1, 2024	NA
Latest date of appraisal	NA
Appraised value of property	NA
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	NA

Table 18: School Site Facility Information Lease Summary

Total number of leased facilities	NA
Total annual cost of all leases	NA
Total lease amount budgeted for 2024-2025	NA

Table 19: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	1
Total mortgage/bond amount	\$,916,000.00
Mortgage principal budgeted for 2024-2025	\$18,618.83
Mortgage payment interest budgeted for 2024-2025	\$224,638.33

- 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.
- b) As **Appendix I**, provide the valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code for each approved campus.

5.3 Other Compliance

- a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.
- b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.
- c) As **Appendix J**, provide the board resolution approving the teacher and school leader evaluation systems.

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

File Naming Convention

Table 20: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool

Appendix	File Naming Convention
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
Appendix F	Appendix F Board policy for the establishment of a grievance committee
Appendix G	Appendix G Initial Enrollment Applications (Language)
Appendix H	Appendix H Board policy for enrollment backfilling
Appendix I	Appendix I valid Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating and Fire Inspection Certificate with “Ae” code
Appendix J	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
Appendix K	Appendix K 2024 – 2025 School Calendar
Appendix L	Appendix L Organizational Chart
Appendix M	Appendix M Promotion/Retention Policy
Appendix N	Appendix N Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2024.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A
Assurance that the school is meeting statutory and regulatory requirements

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

Statement	Confirm Compliance (Add ✓ or X)
<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 esq.</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</p>	X

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

School Official/School Lead

Signature of School Official (School Lead):

Date: 7/25/2024

Print/Type Full Name: Colin Hogan

Title: Head of School

Signatory Office (President, Board of Trustees)

Signature:

Date: 7/25/2024

Print/Type Full Name: Marisa Gerke

Title: Board President
