

APPENDIX A: 2017-18 CHARTER SCHOOL ANNUAL REPORT



PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY

Name of Charter School:	Year School Opened:
New Beginnings Family Academy	2002
Street Address:	City/Zip Code:
184 Garden Street	Bridgeport, CT 06605
School Director:	School Director Contact Information:
Ronelle Swagerty	rpswagerty@nbfacademy.org /203-384-2897
Grades Authorized to Serve in 2017-2018:	Charter Term:
PK-8	2015-2018

1. **School Performance Best Practices:** In 250 words or less, summarize a successful school model resulting in strong student outcomes and a positive school climate during the 2017-18 school year. Describe the strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

NBFA is in its second year transition to a progressive public charter school with emotionally responsive practice (“ERP”). This student-centered approach is steeped in child development, project-based learning and encourages children to make meaning of the world around them by engaging in hands-on activities, both inside and outside the classroom. The goals are to a) deeply understand the plight of NBFA’s students, 94% of whom are students of color and 93% of whom qualify for free and reduced lunch; b) weave trauma-informed, preventive mental health strategies into all classrooms to enable poverty-impacted students to learn optimally; c) make learning come alive and be more relevant to students; and d) facilitate learning in a way that is affirming and respectful of the diverse needs and styles of each student. Class sizes average 20 students to facilitate experiential learning and improve individualized instruction academically, socially and emotionally; there are two adults per room (up to grade 6) to adequately support the full range of learners; parents are trained in ERP; the student school day is six hours long, which is developmentally appropriate; and uniforms are optional to allow for student self-expression, reduce student/teacher conflict and increase instructional time.

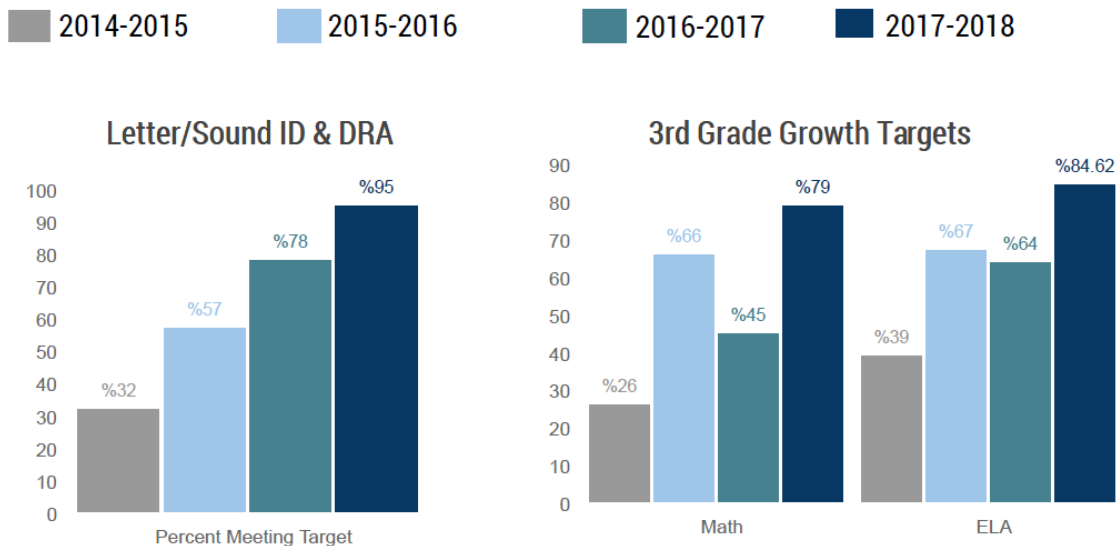
In its second year as an emotionally responsive progressive school, NBFA’s primary academic programming includes integration of science, technology, engineering, arts, and math (STEAM) principles into all areas of the newly purchased curriculum across all grades (Pre-K – 8); math and reading intervention for those students in need of remediation; and a focus on local field trips for experiential learning outside the classroom. New ELA resources include Benchmark for grades K-6 and Renaissance for 7-8. Math resources include Bridges for K-6 and Illustrative Math/Open Resources for middle school.

Under this model, NBFA’s youngest students are faring well. The chart below shows Pre-K through 2nd graders exceeding growth targets, as measured by the DRA. Additionally, 3rd grades exceeded individual growth targets in ELA and Math, as measured by Bloomboard.

2017-2018 Data Dashboard



Academic Outcomes



80% of PK - 2 students will meet their individual growth targets on Letter / Sound ID and DRA.

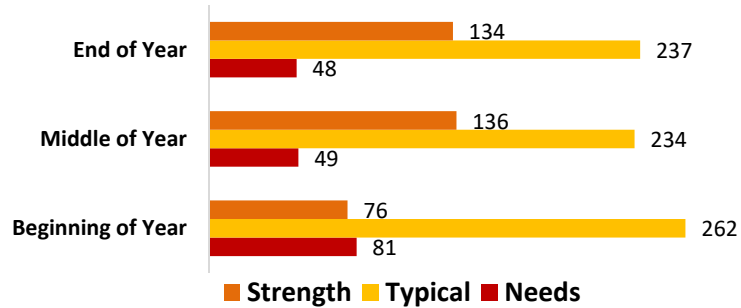
70% of 3rd graders will meet their individual growth targets in math and ELA.*

*All data prior to 2017-2018 is iReady. Teachers choose their own assessments in the SEED process.

The chart below shows social-emotional gains from BOY through EOY on the DESSA-mini, a standardized, national norm-referenced assessment tool to help inform educators about the social-emotional strengths or needs of students. The distribution of student scores translated to a T-score, which is a number between 0 and 100: where 0-40 is considered a needs student, 40-60 is deemed to be typical, and 60-100 is strength. With this explicit knowledge teachers and administration can know at a glance where intervention or different strategies are needed and how the school overall is progressing.



2018 Social-emotional Competency Total DESSA-mini (student count/student percentage within trimester band)



Along with social-emotional gains, NBFA students achieved the following in 2017-18:

- 99.4% of NBFA’s students achieved on-time promotion in the 2017-2018 school year
- Suspension rate for 2017-2018 was maintained at less than 0.5%.
- 91% of NBFA’s 2018 graduating class of 8th graders were accepted at competitive admissions high schools.



PART 2: SCHOOL PERFORMANCE

2. **School Goals:** State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

Mission Statement:

New Beginnings Family Academy provides its students a meaningful, high-quality education through experience-based learning that helps develop essential social, emotional and critical-thinking skills. This gives all children a foundation to achieve their full potential at every stage of life.

Goal Statement:

Evidence of Progress toward Goal:

80% of PK – 2 students will meet their individual growth targets as measured by Letter / Sound ID and DRA.

95% of PK-2 students met their individual growth targets as measured by Letter/Sound ID and DRA.

70% of 3rd graders will meet their individual growth targets in math and ELA as measured by Bloomboard.

79% of 3rd graders met their individual growth targets in Math, as measured by Bloomboard.
84.62% of 3rd graders met their individual growth targets in ELA, as measured by Bloomboard.

4th – 8th grade students will meet 55% of state growth target (PTA) in SBAC ELA.

4th – 8th grade students are making progress toward this goal, as measured by SBAC.
2016-17: 47.6% PTA
2017-18: 52.9% PTA

4th – 8th grade students will meet 50% of state growth target (PTA) in SBAC Math.

4th – 8th grade students are making progress toward this goal, as measured by SBAC.
2016-17: 37.5% PTA
2017-18: 45.8% PTA

NBFA will maintain a suspension rate of less than 1%, as measured by PowerSchool.

At 0.21%, NBFA maintained a suspension rate of less than 1% through the use of emotionally responsive practice and Restorative Justice.

NBFA parents will reach/maintain an average score of 4, which is satisfactory, in their understanding of progressive education with ERP, as measured by parent feedback surveys.

NBFA parents reached an average score of 3.79 out of 4 in their understanding of progressive education with ERP, up from 3.3 the year before, as measured by parent feedback surveys.

NBFA parents will reach/maintain an average score of 4, which is satisfactory, in their overall satisfaction of NBFA, as measured by parent feedback surveys.

At 4.12, NBFA parents exceeded an average score of 4, which is satisfactory, in their overall satisfaction of NBFA, as measured by parent feedback surveys.

3. Student Achievement: Data summarizing school performance and academic achievement from the last three years is provided below. Please review data evidencing student growth and progress toward closing achievement gaps.

Performance Metric	*2014-15:	*2015-16:	*2016-17:
ELA Performance Index – All Students	61.5%	59.8%	56.8%
ELA Performance Index – High Needs Students	60.3%	59.4%	56.4%
Math Performance Index – All Students	51.4%	51.9%	47.4%
Math Performance Index – High Needs Students	50.3%	51.3%	47.0%
Science Performance Index – All Students	48.0%	44.5%	44.2%
Science Performance Index – High Needs Students	47.9%	43.4%	44.1%
ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	56.8%	47.6%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	56.4%	47.1%
Math Avg. Percentage of Growth Target Achieved – All Students	N/A	54.3%	37.5%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	54.5%	36.6%
Average daily attendance rate:	94.3%	95.0%	94.9%
Chronic absenteeism rate:	17.1%	7.4%	10.3%
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	12.3%	15.2%	*
Number of in-school suspensions:	2	0	0
Number of out-of-school suspensions:	106	103	*
Number of expulsions:	0	1	0
Four Year Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
Accountability Index charter school:	68.7%	63.2%	55.3%
Accountability Index state:	76.1%	73.1%	73.2%

*Source: CSDE analysis based on district submitted and certified data.



4. **Legal compliance Best Practices:** In 250 words or less, summarize methods illustrating that the school is acting in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners, employee and student rights). Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area, as appropriate.

SRBI (Scientifically Research Based Interventions) Students not meeting the expected levels are referred for Tier II and Tier III interventions. Tiered intervention plans are developed to remediate learning or provide necessary data for further assessment. Progress monitoring is reviewed at least quarterly. Referrals are also made for exceptionalities in attendance, behavior, social interactions and/or areas of neglect, excessive fatigue, hunger, etc. Outside referrals to community based resources are also handled through this process. The SRBI team coordinator uses the Pre-Referral Intervention Manual Referral sheet published by Hawthorne to ascertain the area needing intervention. Referrals are completed by the teacher in conjunction with specialists, interventionists, climate specialists. SRBI meetings are held weekly. Currently, 43 students receive academic interventions and nine behavioral.

504 Designations NBFA provides accommodations under IDEA and ADA for 17 students designated as eligible for 504 Plans as stipulated by the Connecticut State guidelines followed by the District of Bridgeport. These students have diagnoses that make accessing the academic curriculum difficult without such specific accommodations as use of a computer, preferential seating, extended time, alternative test settings and assistive devices. Plans are initiated by parents and formal documentation from the diagnosing provider. Annual reviews are conducted by the 504 coordinator with the parent, regular education teacher, interventionists and student, when appropriate. The team reviews the current level of performance and accommodations are designed to mediate the disability. When appropriate, a corresponding Medical Plan will be incorporated into the 504 to limit interruptions to academic instruction. For 8th grade students, the 504 coordinator works with Guidance Counselors at selected high schools to ensure accommodations are available during admissions testing (where applicable) and on the first day of instruction following the transition to high school.



Special Education Planning and Placement Team Students requiring the highest level of support are referred to and monitored by the Planning and Placement Team. Specialized instruction is a multi-faceted approach including academic supports, occupational therapy, counseling/social work services and speech and language therapy. While academic services and some counseling are conducted by NBFA staff, speech and language, social work and occupational therapy are provided by Board of Education ("BOE") employees. A BOE school psychologist is responsible for testing all students having initial or triennial evaluations completed. Progress monitoring is conducted every 2-4 weeks on students based on their IEP goals. Each student has an Annual Review. Parents and guardians play an important role. English Language Learners NBFA enrolls six ELL students, whose primary language is Spanish or Haitian Creole. NBFA works with its host district's Department of Bilingual Education to identify and serve students who are not proficient in the English language. Monitoring, annual re-screenings and support services are provided by NBFA staff and screenings and supports are provided by the BOE. Specialized Supports Academic supports are provided by two certified special education teachers for students in Pre-K through 8th grade. Services up to grade 2 are provided in small groups based on the specific skills that need to be improved upon. Grades 3-8 are provided services utilizing an inclusive model.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

5. **Financial Documents:** As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2016-17 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form. (3) Provide the FY 2017-18 budget. (4) Provide a FY 2018-19 board-approved budget.

6. **Financial Condition:** Provide the following financial data for FY 2018

Total margin (net income/total revenue):	.05
Debt to asset ratio (total liabilities/total assets):	.11
Debt service coverage ratio (net income + depreciation + interest expense)/ (principal + interest payments):	N/A
Current asset ratio (current assets/current liabilities):	2.9
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	31
Cash flow (change in cash balance):	689,062

7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and parents and guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Claire Foerster	Education Advocate	President	19 Bermuda Road Westport, CT 06880 boardpresident@nbfacademy.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Christine King	Math Consultant; NBFA parent	Vice President	1375 Chopsey Hill Road Bridgeport, CT 06606 Christine@ckingeducation.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Don Foley	Finance Executive	Treasurer	77 Club Road Riverside, CT 06878 Donald.e.foley@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Rachel Gordon	Education Advocate	Secretary	4 Glenwood Lane Westport, CT 06880 rae@gordon.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mary Humphries	NBFA Teacher	Member	144A Good Hill Road Weston, CT 06883 mhumphries@nbfacademy.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
David Hunter	Performance Management Consultant	Member	319 Hill Street Hamden, CT 06514 davidekh@outlook.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kevin Knight	Marketing Professional	Member	37 Cranbury Road Norwalk, CT 06851 Kknight521@aol.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Dr. John Lischner	Asst. Supt. of Schools, Bridgeport	Member	Address not yet known jlischner@bridgeportedu.net	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
David Schlakman	Development Consultant	Member	77 Roton Avenue Rowayton, CT 06853 dcschlakman@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mylena Teixeira	Banker	Member	7 Riverview Drive Bridgeport, CT 06606 Myl.teixeira@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school's most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school's last renewal resolution or issues identified by the CSDE.		
Standard/Indicator:	Term or Condition:	Progress Update:
1.1. Academic Achievement	June 2018, the school submitted a corrective action plan to address measures to improve academic achievement.	NBFA's corrective action plans in ELA and Math were approved and are being executed. The school has implemented a common curriculum in both core content subjects; developed and executed a plan for its literacy and numeracy blocks; provide ongoing professional development to increase teachers' content knowledge and developed remediation plans for Tier 2 and 3 students in both subject areas.
2.1. Financial Management	Audit Finding Year Ended June 30, 2017. During the audit testing, instances were noted where NBFA paid employees incorrect amounts, or did not follow its established documentation process.	These few instances were corrected and an updated version of the APPM, including a policy on responding to audit findings, was approved by the NBFA board on Feb. 13, 2018.
2.2. Financial Reporting and Compliance	May 2, 2018, Charter Renewal Report indicated pending action required.	The updated version of the APPM includes existing policies concerning the budget and contract approval thresholds. Sub-headings have been added for clarity.
2.4. Governance and Management	May 2, 2018, Charter Renewal Report indicated pending action required.	Board policies and procedures were separated from by-laws. NBFA had no other governance and management issues.
3.3. Demographic Representation	May 2, 2018, Charter Renewal Report indicated pending action required.	NBFA follows statewide identification and annual assessment procedures. Although the demographic is naturally changing, NBFA continues to take steps to further enhance its outreach in the community to attract a more diverse range of students. We provide information about the school and robo-calls in both English and Spanish. NBFA is committed to a diverse staff that includes about a dozen bilingual educators.
4.1. Open Meetings/ Information Management	May 2, 2018, Charter Renewal Report indicated pending action required.	All meetings are open and recorded in the Town Clerk's office and posted on the school's website with meeting agendas. Minutes are added upon approval by the Board.

<p>4.2. Students with Disabilities</p>	<p>May 2, 2018, Charter Renewal Report indicated pending action required.</p>	<p>Working with the Bridgeport Board of Education, NBFA has remedied the following issues:</p> <ul style="list-style-type: none"> • Individual sign-in access sheets are in use; • Total School Hours/Week have been corrected on IEPs • Individualized progress reporting schedules have been set; • Progress reports are sent to parents and documented in student files; • Present levels statements have been revised
<p>4.3. English Learners</p>	<p>May 2, 2018, Charter Renewal Report indicated pending action required.</p>	<p>At its April 2018 meeting, the board of NBFA approved a tuition reimbursement policy that would help teachers attain cross endorsement in shortage area subjects including TESOL. The Academic Dean and reading interventionist work together to provide services to ELLs. Both have attended professional development on the topic of English Learners.</p>

9. **Stewardship, Governance, and Management Best Practices:** In 250 words or less, summarize processes established in the areas of **stewardship, governance, and management** (e.g., financial management, reporting compliance, sustaining financial viability, and school operations), to ensure the school is financially viable and organizationally healthy and strong. Describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

New Beginnings Family Academy has the financial resources, infrastructure and demand to maintain viability for the next five years and beyond. With an enrollment of 496 students in 2017-2018, tight fiscal control over costs and ongoing ability to raise approximately 15% of its operating budget through private philanthropy, NBFA will maintain its long term fiscal viability.

With no meaningful changes to the size of staff and administration, future operating expense increases will stem primarily from annual increases in salaries and benefits. Salary increases should approximate no more than 2-3% in the low inflation environment in which NBFA operates. The benefit costs will be managed by increasing medical and dental coverage contribution percentages for staff. In addition, health insurance cost increases will be limited by establishing a base level of coverage that NBFA will provide. Employees will pay additional for any selection above base level coverage. Other expense increases should mirror inflation and be controllable. NBFA conservatively manages cash flow to cover expenses on a monthly basis. NBFA's financials are audited annually. The school has consistently received a clean audit.

PART 4: STUDENT POPULATION

10. Enrollment and Demographic Data: Provide 2017-18 student demographic and enrollment information.

Grades Served:	Pre-K - 8	Student Enrollment:	498
% Free/Reduced-Price Lunch:	93%	% Black:	62.3%
% Special Education:	7.4%	% Hispanic:	31.9%
% Limited English Proficiency:	0%	% Caucasian:	2.6%

2017-18 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	59	57	64	57	47	54	33	39	33					498

11. Enrollment Efforts: Summarize the school's efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

NBFA's charter does not require it to make specific efforts to attract and retain special populations.

Nevertheless, NBFA's ongoing outreach and community partnerships create a natural demand for enrollment that reflects Bridgeport's changing demographic. Since 2015, demographic shifts in the Park City have contributed to NBFA's shrinking Black/African American population (from 71.46% in 2015 to 62.3% in 2017) and growing Hispanic/Latino community (23.68% in 2015 vs. 32% in 2017), have impacted the racial and ethnic makeup of NBFA's student populations. Additionally, NBFA is seeing an increase in South American and Haitian immigrants. More than anything, these demographic shifts have impacted the school's English Language Learner population. NBFA now enrolls 6, or 1%, ELL students, whose primary language is Spanish or Haitian Creole. This is an exciting first for the school, which, despite all past outreach efforts, had not successfully attracted ELL students. Additionally, NBFA maintains a special education population of 7.4% and another 5% under a 504 plan. Most NBFA students, 93%, qualify for free or reduced-price lunch. These children are supported through NBFA's academic program.

12. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2017-18 Waitlist:	2018-19 Waitlist:
168	175

13. Student Population Best Practice: In 250 words or less, summarize systems used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies), to ensure the school promotes equity by effectively attracting, enrolling and retaining students particularly among targeted populations. Include a brief narrative on the school's unique model and describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

New Beginnings Family Academy offers an innovative charter school model that provides families choice even within the city's charter sector. Families that select NBFA do so because they have a keen sense of their child's unique needs and/or interests and are looking for an emotionally responsive environment that respects students' individualized learning styles. They also embrace NBFA's commitment to partnering with families on a deep and intimate level to address any underlying issues that may stand in the way of their child's future success. In a 2017-18 EOY parent satisfaction survey, NBFA parents' level of overall satisfaction with the school was an average 4.12, exceeding an average score of 4, which is satisfactory.

By using child development best practices to ameliorate impediments to learning, NBFA keeps "suspendable" kids in school learning. During the 2017-18, NBFA had a suspension rate of less than 1% due to the use of emotionally responsive techniques and Restorative Justice. NBFA has also completely eliminated the use of restraint and seclusion.

NBFA classrooms are integrated, arts-infused, engaging places where student voice is amplified and self-expression is welcomed. NBFA students enjoy coming to school, resulting in a significantly lower chronic absenteeism rate of roughly 11% than that of the host district at roughly 18%. Active, fun, theme-based lessons driven by student interests and enhanced by community field trips keep children engaged and desirous of school.

Overall, NBFA works strategically to retain students by providing a cutting edge, student-centered model; through its philosophical handling of behaviors that might otherwise warrant suspension; through concerted efforts to engage families through programs, workshops and events organized by the school's full-time Family Services Coordinator; and by educating families on school and state attendance expectations.

APPENDIX B: 2019-20 PRELIMINARY ENROLLMENT REQUEST

Directions: On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the submitted 2019-20 enrollment request requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	57	57	72	61	54	63	36	44	32	23					499
2017-18	55	59	57	64	57	47	54	33	39	33					498
2018-19	46	52	60	60	60	57	45	46	28	29					483
School Year:	2019-20 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20	51	51	52	60	60	60	57	45	46	28					510
2. Based on the request entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.													<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
3. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.															
<p>New Beginnings Family Academy will enroll a new class of Pre-K students in 2019-2020. The school will rectify a lower than expected Pre-K enrollment by providing onsite extended care for that population of students, for whom there is no available external after school options. NBFA will then market its free, all-day Pre-K to working families who may benefit from the extended hours. Under these conditions, and assuming student attrition will be ameliorated by incoming students from our waitlist, the school’s enrollment is projected at 516.</p>															
4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).															
<p>Although NBFA’s facilities are less than optimal for its project-based learning model, the school has no immediate plans to expand. The 2016-2017 conversion of indoor PE space into a temporary middle school has allowed for more academic space in its main building for grades Pre-K through 6. NBFA students now receive Physical Education at the nearby YMCA, outside on the school’s blacktop and in designated indoor spaces. This solution will suffice until NBFA is able to raise sufficient government and private funds to build a permanent middle school.</p>															

APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **New Beginnings Family Academy**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal records checks and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at **New Beginnings Family Academy** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **New Beginnings Family Academy** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **New Beginnings Family Academy** serves on the board of another charter school or CMO.
7. All public funds received by **New Beginnings Family Academy** have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **New Beginnings Family Academy** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **New Beginnings Family Academy** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.
10. **New Beginnings Family Academy** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **New Beginnings Family Academy**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **New Beginnings Family Academy** may be subject to random audit by the CSDE to verify these statements.

Signature:

[Handwritten Signature]

Name of Board Chairperson:

DONALD E. FOLEY

Date:

SEPTEMBER 28, 2018

APPENDIX D: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:
<p>1. School Performance: Is the school a successful model resulting in strong student outcomes and a positive school climate?</p> <p>2. Stewardship, Governance, and Management: Is the school financially and organizationally healthy and viable?</p> <p>3. Student Population: Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?</p> <p>4. Legal Compliance: Is the school acting in compliance with applicable laws and regulations?</p>

Performance Standards:	Performance Indicators:
1. School Performance	<p>1.1. Academic Achievement</p> <p style="margin-left: 20px;">a. ELA Performance Index – All Students</p> <p style="margin-left: 20px;">b. ELA Performance Index – High Needs Students</p> <p style="margin-left: 20px;">c. Math Performance Index – All Students</p> <p style="margin-left: 20px;">d. Math Performance Index – High Needs Students</p> <p>1.2. Academic Growth (Longitudinal) (a. All Students, b. High Needs)</p> <p>1.3. Participation Rates (a. All Students, b. High Needs)</p> <p>1.4. Chronic Absenteeism (a. All Students, b. High Needs)</p> <p>1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses</p> <p>1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams</p> <p>1.7. Graduation – On – Track in 9th Grade</p> <p>1.8. Four Year Graduation - All Students</p> <p>1.9. Six Year Graduation - High Needs Students</p> <p>1.10. Postsecondary Entrance Rate (All Students)</p> <p>1.11. Physical Fitness</p> <p>1.12. Arts Access</p>
2. Stewardship, Governance, and Management	<p>2.1. Financial Management</p> <p>2.2. Financial Reporting</p> <p>2.3. Financial Viability</p> <p>2.4. Governance and Management</p> <p>2.5. Facility</p>
3. Student Population	<p>3.1. Recruitment and Enrollment Process</p> <p>3.2. Waitlist and Enrollment Data</p> <p>3.3. Demographic Representation</p> <p>3.4. Family and Community Support</p> <p>3.5. School Culture and Climate</p>
4. Legal Compliance	<p>4.1. Open Meetings and Information Management</p> <p>4.2. Students with Disabilities</p> <p>4.3. English Learners</p> <p>4.4. Rights of Students</p> <p>4.5. Teacher/Staff Credentials</p> <p>4.6. Employee Rights</p>