



**CRESTHAVEN
ACADEMY**
CHARTER SCHOOL

ANNUAL REPORT FOR 2018-19

530 West 7th Street
Plainfield, NJ 07060
Phone: (908) 756-1234

Submitted August 1, 2019



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

Annual Report Questions:**Basic Information about the School:**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	Cresthaven Academy Charter School
Grade level(s) to be served in 2018-19	K-2
2018-19 enrollment (as of June 30, 2019)	232
Projected enrollment for 2019-20	312
Current waiting list for 2019-20	203
Website address	www.cresthavenacademy.org
Name of board president	Sandra D. Harrison
Board president email address	sharrison@cresthavenacademy.org
Board president phone number	908-756-1234
Name of school leader	Monica Villafuerte
School leader email address	mvillafuerte@cresthavenacademy.org
School leader phone number	908-756-1234
Name of SBA	Meghan Pipchick
SBA email address	mpipchick@cresthavenacademy.org
SBA phone number	908-756-1234

School Site Information:

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

Table 2: School Site

School Site	
Site name	Cresthaven Academy Charter School

Year site opened	2016
Grade level(s) served at this site in 18-19	K-2
Grade level(s) to be served in 19-20	K-3
Site street address	530 West 7th Street
Site city	Plainfield, NJ
Site zip	07060
Site phone number	908-756-1234
Site lead or primary contact's name	Monica Villafuerte
Site lead's email address	mvillafuerte@cresthavenacademy.org

Organizational Performance Areas

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 mission.

Cresthaven Academy Charter School ("CACS") exists to provide a comprehensive education to our scholars that develops the whole child through academic excellence, physical wellness, emotional health, and character enrichment.

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

Our school is built on the belief that all children, regardless of race or economic status, can succeed when given equal access to a high-quality education. Our educational program is designed around our mission, core values, and our commitment to both the "teachers' sense of efficacy" and "collective efficacy" in order to empower our scholars to overcome challenges (Protheroe, 2008). We believe it takes hard work, efficient effort, and a multitude of support to successfully teach all children in ways that enable them to reach high standards. We invest in and rely on mission-aligned, highly trained and committed teachers who focus on data to drive the results our scholars need to be successful in school and beyond.

At Cresthaven Academy, we believe in addressing the comprehensive students' needs through the shared responsibility of students, families, school, and community.

Whole Student Focus

- **Diverse Student Supports:**
 - To continue to ensure effective implementation of the diverse student supports, CACS employed an inclusion model in 8 out of 9 classes (K-2) with two fully-certified teachers leading each classroom, and 2 out of 9 classes had a general education and a full-time ESL

teacher in kindergarten and 1st grade. We were able to educate our scholars with disabilities (SWDs) alongside their general education peers by having a certified teacher of SWDs in 89% of our classrooms. Additionally, Developmentally Appropriate Practice (DAP), an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education (NAEYC, 2009), continues to be employed consistently throughout our academic programming. By having DAP aligned curriculum and practices, CACS is able to utilize the understanding of how each child learns and develops, appropriate strategies for each individual student, and consideration of the cultural aspects of each child's family circumstances and home environment to support all learners. By having an inclusion model, along with DAP classrooms, we support our scholars in achieving the highest degree of academic, emotional, and behavioral success.

- Designed within the foundation of the CACS academic program is a robust mental health team, comprised of a full-time School Psychologist, School Nurse, and full-time Health & Physical Education teacher that work together in support of our scholars to achieve academic excellence, physical wellness, and emotional health. The School Psychologist and Leadership Team collaborate to integrate wraparound services to support families and scholars both in school and by connecting them to outside resources, as needed. Additionally, our School Psychologist teaches our social-emotional curriculum, Cloud9World to scholars in grades K-2. Cloud9World is a unique social and emotional learning program that integrates literacy as the vehicle for teaching character strengths by instilling a deep concern for the well-being of others, including their fellow students, teachers, family, and members of their local and broader communities. The program includes 30 character traits, with ten different traits for grades K-2, and introduces a book every month which focuses on a new character trait. Each book invites scholars to think through challenges with proactive solutions, allows them to view cause and effect patterns, and builds self-confidence as they utilize the strategies they have learned in class.
- **English as a Second Language (ESL) Push-In and Pull-Out Program:** In 2018-19, CACS served students in grades K-2, with 21 or 9% of scholars who qualified for and received ESL services with 4 scholars in K, 9 in 1st grade, and 9 in 2nd grade. In 2016-17, we had 18 or 23% of scholars who received ESL services. In 2017-18, it was 31 or 20%. In 2018-19, the number dropped to 22 because we exited 7 scholars from the program at the end of the 2017-18 school year. Additionally, for the 2018-19 school year, we continued to determine placement in these programs based upon English language proficiency derived from the Summer 2018 kindergarten W-APT screening or Spring 2018 Kindergarten and 1st grade ACCESS assessments, depending on the grade of the scholar. Additionally, students were actively assessed throughout the year using interim assessments, STEP, and the WIDA - ACCESS for ELLs 2.0 in the spring. In specific cases, and where deemed necessary, scholars took the WIDA MODEL in June to ensure access to the most current data regarding their listening, speaking, reading, and writing proficiency, as well as oral language and literacy proficiency levels.

2018-19 WIDA ACCESS FOR ELLs 2.0						
	2nd Grade (Rising 3rd Grade) Overall Scores		1st Grade (Rising 2nd Grade) Overall Scores		Kindergarten (Rising 1st Grade) Overall Scores	
	Count	%	Count	%	Count	%
6 - Reaching	0	0%	0	0%	0	0%
5 - Bridging	0	0%	0	0%	0	0%
4 - Expanding	2	22%	0	0%	1	25%
3 - Developing	6	67%	6	67%	2	50%
2 - Emerging	1	11%	3	33%	1	25%
1- Entering	0	0%	0	0%	0	0%
TOTAL	9	100%	9	100%	4	100%

As CACS is laser-focused on continuing to enrich our foundation and develop the quality of our curriculum, in the 2018-19 school year, 3 teachers and the Principal applied for, and were accepted to attend the 2 day workshop, *2018 Sheltered Instruction Training of Trainers*, hosted by the NJDOE. The content of the course is aligned to the FABRIC Paradigm and created by the Office of Bilingual Education. The SEI training has equipped our staff with the resources to translate content into that which is comprehensible for English Language Learners (ELLs) in their classrooms. To support our ELL scholars and their families, we employed a part-time ESL teacher, 2 full-time ESL teachers, 5 Spanish-speaking full-time certified teachers, and 4 bilingual Spanish-speaking members of the leadership and support teams. CACS continues to consider this as essential criteria in recruitment and in final hiring decisions, as well as in staff retention strategies, that will not only meet but will aim to exceed fulfilling the diverse needs displayed by our Plainfield scholars.

- Summer Academy:** Again in Summer 2019, CACS offered a summer program focused on providing additional support to scholars who were significantly below grade level on STEP (Guided Reading) and/or Math Interim Assessments at the end of the 2018-2019 school year. The program was in session for three days per week from 8-10:30 AM for a period of four weeks. Nineteen scholars participated in an ideal small-group instructional setting with 3 fully certified teachers of students with disabilities, providing a 6:1 student-teacher ratio. The CACS summer curriculum focused on remedial literacy instruction and additional hours of math practice designed to engage scholars with unique games and fun learning activities.
- After-School Program:** According to research conducted by *Afterschool Alliance*, children that participate in out-of-school-time programs demonstrate an improved engagement in learning, earn higher grades and test scores, and have a lower truancy rate when compared to their non-participating peers (*Evaluations Backgrounder*, March 2015). Additionally, a 2010 meta-analysis spanning 68 studies of after-school programs conducted by the University of Illinois at Chicago-

based Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students participating in a high quality after-school program attended school more, showed improved behavior, received higher grades, and did better on tests compared to non-participating students. In response to such research, and in keeping with our mission to develop the whole child, CACS continued to offer an in-house after-school program for the 2018-19 school year. Parents that chose to enroll their Cresthaven scholar in the afterschool program did so for a flat rate of \$100 per month, or roughly \$1.70 per hour of care. Administered by Cresthaven Academy Foundation, this enrichment program offered a level of comprehensive support to help equip each scholar to be successful in school and beyond. The 2018-19 program offerings included homework help, music, art, martial arts, soccer, swim, team building, yoga, and community service projects. After school programming was available every week day from school dismissal at 3:45 until 6:30 PM, and on half-days from school dismissal at 12:45 through 6:30 PM to support working families.

- **Health and Wellness:**

- Core to the CACS mission to address student development, the school ensures that students complete a physical education, health, and wellness curriculum. In 2018-19, this included 40 minutes of physical education taught three times per week by our full-time physical education teacher. Daily, scholars had a half-hour block for lunch and a half-hour block for recess.
- In keeping with our mission to develop the whole child, the school's social-emotional team facilitates what has come to be known as *The People Project*. Born out of the belief that everyone needs at least one person they feel connected to, each fall we conduct an internal audit of staff-scholar relationships to identify any children that may not yet feel connected to a teacher or other member of the team. Those scholars are then internally assigned a "person" who intentionally invests time and energy into building a relationship with them and helps ensure they feel part of our school community. Additionally, the School Psychologist works closely with classroom teachers, if needed, to support children who may exhibit a difficult time identifying others they would like to play with. With parent permission, they may be integrated into small groups, facilitated by the School Psychologist, and designed to help strengthen peer-to-peer relationships.
- At CACS, we recognize that academic achievement is enhanced when our scholars and families are safe, healthy, and engaged. To this end, we are committed to involving our families in the educational process through consistent, bilingual communication via face-to-face contact, text messages, emails, quarterly newsletters, Coffee with the Principal, and three parent-teacher conferences annually. For the past three years, CACS has maintained 100% parent-teacher participation in all hosted conferences. CACS puts forth endless efforts to know each family intimately in order to provide support for the whole child, beginning with a home visit around the time of enrollment. Leftover food from breakfast and lunch is saved and distributed to all families, with special attention given to those that may be classified as "food insecure" over the weekends. Additionally, Cresthaven Academy Foundation provides meals, clothing, and other resources to families in crisis. In 2018-19, 13 scholars received care packages of nonperishable food weekly from September - June.
- In alignment with our mission, the CACS program has included an actively engaged, full-time School Nurse on-staff since our first year in operation in order to effectively serve the health needs of low-income families. In addition to these services, the program's inclusion of medical support since the early stages of the school's development enables full collaboration with general education teachers, the School Psychologist, and school leaders to provide expertise and oversight for the provision of school health services and the promotion of health education. Our School Nurse serves as a liaison between school

personnel, family, community, and healthcare providers to advocate for healthcare and a school environment that empowers health and wellness. For the second year in a row, the School Nurse partnered with a local community non-profit, Girls Helping Girls Period (GHGP), an organization dedicated to education on the need for feminine hygiene products among at-risk populations, and collected and distributed these products to our scholars' older sisters and mothers, as needed.

- 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 academic goals may have changed from the school's original charter application.

CACS subscribes to the academic indicators, and established measures of achievement set forth in the NJ Department of Education Office of Charter School Performance Framework. The school is committed to achieving the goals for absolute and comparative goals, and demonstrating student progress over time and post-secondary readiness.

Table 3: Academic Goals

Goal: Achievement	Increase STEP scores for scholars in all grades (K-2)
Measure	Use STEP data at year end to evaluate student performance
Target	At least 42% of students achieve on or above grade level
Actual Outcome	22% of all students (grades K-2) test at or above grade level. In 2017-18, we had approximately 17% of all students (grades K-1) test at or above grade level. While we made a 5% increase the GOAL NOT YET MET SCHOOL-WIDE AND REMAINS IN PROGRESS

Goal: Student Growth	Half of students will make 2 or more STEPs of growth
Measure	Use STEP (literacy) data at year end to evaluate student growth
Target	At least 50% of students make 2 or more STEPs of growth
Actual Outcome	75% of all students (grades K-2) made 2 or more STEPs of growth. In 2017-18, we had 54% of all students (Grades K-1 overall) make 2 or more STEPs of growth. We improved by 21% in this area. GOAL HAS BEEN MET.

Goal: Achievement	70% of students will achieve at or above grade level in Math Interim Assessments (IAs)
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Measure	Use IA data at year end to evaluate student performance
Target	At least 70% of students achieve on or above grade level
Actual Outcome	Approximately 83% of all students overall (Grades K-2) tested at or above grade level GOAL HAS BEEN MET.

Goal: Enrollment	Each year, at least 90 percent of all students enrolled on the last day of the school year will return the following August.
Measure	Student enrollment on last day of 18-19 school year compared to enrollment as of 7/1/2019 for the 19-20 school year (excluding incoming kindergarten class)
Target	At least 90 percent of all students enrolled on the last day of the school year will return the following August
Actual Outcome	228/232 (98%) students are re-enrolled for 19-20 GOAL HAS BEEN MET.

Goal: Enrollment	The school will maintain enrollment stability by way of student retention. Student enrollment will remain at 85% of full enrollment as defined in the school's charter.
Measure	Monthly evaluation of student enrollment compared to the school's charter
Target	At least 191 students enrolled each month (85% of 225 chartered students)
Actual Outcome	August-February - 232 enrolled March-June - 231 enrolled GOAL HAS BEEN MET

Goal	The board will provide an effective forum for public input into the governance of the school.
Measure	Public is aware of Board Meetings. Board agenda allows for public portion
Target	Advertisements in local newspaper for Board Meetings Board meeting calendar on school website All Board agendas have public portion of meeting
Actual Outcome	Meetings advertised in Courier News and NJ Star Ledger Board meeting calendar on school website Board minutes show public portion of meeting at every meeting GOAL HAS BEEN MET

Goal	Each year, faculty and staff will express satisfaction with school leadership, professional development opportunities, and school culture; each year, 80 percent or more of faculty and staff will respond favorably on a survey to be developed by or for the school.
Measure	Survey staff at year end and collect data on employee satisfaction
Target	80 percent or more of faculty and staff will respond favorably
Actual Outcome	100% responded favorably GOAL HAS BEEN MET

Goal	Parents will express satisfaction with the school with regard to safety, school rules, academic expectations and other aspects of the school’s culture; each year, 90 percent or more of the parent will respond favorably on a survey to be developed by or for the school.
Measure	Survey families at least twice a year to collect data on school satisfaction
Target	90 percent or more of the parent will respond favorably
Actual Outcome	100% responded favorably GOAL HAS BEEN MET

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?

CACS is founded on a commitment to develop the whole child by using data-driven instruction, where our school is designed around meeting the needs of each student through an individualized approach. To assess these needs, we have already demonstrated our dedication to providing teachers with the assessment and analytical skills required to inform instruction.

CACS teachers are actively and consistently observed and coached utilizing the Kim Marshall Teacher Evaluation Rubrics, and school leadership is driving a high-performance culture focused in a number of ways on rigor and inclusiveness, a culture of achievement and student progress towards mastery, and commitment to personal and collective excellence. To support student achievement and further development of quality teaching, CACS has provided the entire staff with various professional development opportunities, including STEP on-site training from UChicago Impact for literacy instruction (total of 5 full days), Teach Like A Champion, Sheltered English Instruction (SEI), Tools of the Mind, Singapore Math, and Teachers’ College Units of Study for Reading and Writing. As described, CACS is living its promise to be committed to the depth and breadth in professional development, as the school’s culture

is built on a belief that by enhancing teacher quality and effectiveness, high student achievement can be attained.

In only three short years, CACS has begun to observe early indicators of accelerating academic success in our students. We strongly believe that our school community is actively building a resilient foundation through which we will establish ourselves as a significant contributor to the Plainfield economy and community. Through continuous collaborative review and intentional discussion of school data, the CACS team makes meaningful and real-time changes to school processes and protocols, as needed, that can have a critical impact on our scholars' everyday learning and experiences. Equipped with quarterly Math and Literacy data, the team meets during data days to discuss areas of strength and improvement for scholars, encouraging teachers to determine instructional implications to inform instruction.

Although limited academic data analysis is available within the school's early years of operation, when the above described indicators of a strong school culture are reviewed in combination with initial academic results and observations, exciting potential for future academic success emerges. Although we do anticipate it will take a few years to build a substantial groundwork of data on our scholars that can lead to meaningful and sound statistical analysis, our instructional leadership teams actively leverage testing data at both the classroom and individual scholar levels to help inform academic decision-making.

Background

One of the key programs leveraged in delivering a high expectations, data driven culture is STEP by UChicago Impact. STEP is a research-based formative assessment, data management, and professional development system that has been proven to significantly improve student achievement in literacy. STEP assesses children's literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a level system toward reading proficiency.

Teachers assess students at multiple points across the year to determine current achievement and instructional needs as they progress across 19 distinct developmental levels in reading proficiency equivalent to kindergarten through 5th grades. Educators and parents learn how to implement clear intervention strategies for each STEP level. In order to move through the STEPs, the assessments measure reading fluency and comprehension.

STEP at CACS

In 2018-19, Professional Learning Communities (PLCs) across grades were created to provide staff with opportunities to collaborate on how to reach the instructional needs of low, average, and high achieving scholars. Teachers work alongside colleagues who are addressing similar student needs to share ideas and challenges. Using instructional implications from data analysis, teachers collaborate on lesson planning, text selection, and best practices on a weekly basis. PLCs have also been developed to create reliability around testing. Teachers across grade levels meet together during the STEP assessment to evaluate if student responses to higher order thinking comprehension questions are acceptable and meet the criteria for providing substantial text evidence. Within the grade level, PLCs meet to develop and grade interim assessments collaboratively to ensure that the test is rigorously aligned to the curriculum and that there is no test bias when scoring.

CACS Data Glows:

- 75% of all students demonstrated 2 or more STEPs of growth (Literacy)
 - 94% of Kindergarten demonstrated 2 or more STEPs of growth
 - 60% of 1st Graders demonstrated 2 or more STEPs of growth
 - 72% of 2nd Graders demonstrated 2 or more STEPs of growth

- 83% of all students overall (Grades K-2) tested at or above grade level in Math
 - 100% of Kindergarten tested at or above grade level
 - 90% of 1st Grade tested at or above grade level
 - 61% of 2nd Grade tested at or above grade level

Our approach, rationale and response/action plan to our data and results:

- In our first year of operation, the board approved the Tools of the Mind (TOTM) curriculum for kindergarten. “The concept of “tools of the mind” comes from Vygotsky, who believed that just as physical tools extend our physical abilities, mental tools extend our mental abilities, enabling us to solve problems and create solutions in the modern world. When applied to children, this means that to successfully function in school and beyond, children need to learn more than a set of facts and skills. They need to master a set of mental tools—tools of the mind...Kindergarten program had a positive effect on executive functions, reasoning ability, the control of attention and improvements in reading, vocabulary and mathematics at the end of kindergarten that increased into first grade.” CACS believes that utilizing a curriculum that is DAP is critical to ensure that our scholars become successful learners by developing the underlying cognitive, social and emotional skills needed to reach their highest potential. Since TOTM only has a pre-K and K curriculum, the transition to a different curriculum (Units of Study from Teachers College) proved challenging for our scholars and teachers in our second year. In the 2018-19 school year, we introduced Writing Workshop in kindergarten instead of waiting until first grade. To ensure that we have a Balanced Literacy program, teachers weave the components of literacy such as the teaching of reading, writing, vocabulary, fluency, phonemic awareness and phonics throughout the literacy block using a combination of whole group, small group, and 1:1 conferring to address student needs. We have a strong belief that good readers are good writers, and good writers are good readers. When you look closely at our curriculum, you will see not one aspect of literacy is taught in isolation. During the Reading Workshop block, you will see students writing about their reading, drawing upon their word solving skills from phonics, or even learning new vocabulary. In Writing Workshop, you might see students relying on mentor texts to help strengthen their writing or phonemic awareness skills coming out when they are stretching out a word to spell. The literacy curriculum is balanced to support natural literacy development throughout the school day. We have maintained a guided reading (GR) block to ensure consistent whole school guided reading time. This has allowed us to use data to shift to grouping across the grade level to ensure students are in "just right" groups. It has also allowed teachers to become masters of 1-2 STEP levels throughout an academic year and therefore be more efficient, while also protecting from teacher burnout.
- In kindergarten, we realized that the scholars did not have enough opportunities to practice comprehension and word solving skills independently and with partners. We decided to incorporate Shared Reading, an opportunity for teachers to explicitly model strategies and concepts about print for students and for students to practice these skills both independently and alongside peers. Students now have an opportunity to practice many times together, taking individual turns, and increasing reading independently. This has ensured word-solving and comprehension strategies are taught explicitly, provides an independent reading time, and streamlines and provides a consistent message across each grade level.
- Beginning in grade 1, we transitioned to Read Aloud which is a block that levels the playing field, ensuring readers in the classroom experience risk, interesting texts that are age and grade appropriate, regardless of a student’s independent or instructional reading level. All students can think and talk about the text even if they are not yet able to read it for themselves. It also provides an opportunity to hear the teacher demonstrate reading skills and strategies, build and extend vocabulary and deepen understanding of texts listened.

- In 2018-19, grade team meetings shifted to review literacy and math lesson plans as a grade team. The teacher who writes the shared lesson plans has the opportunity to review the unit overviews with the team, discuss the power standards, and anticipate points of confusion collaboratively. These weekly discussions have helped to ensure that there is greater consistency across all classrooms in terms of delivery of instruction to support all learners.

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

CACS believes in leveraging best instructional practices to guide instruction in the classroom. In 2018-19, our school was approved for and attended the NJDOE "SEI Training of Trainers" that took place on July 25-27, 2018. In addition to having our core foundation of ESL teachers on staff, this opportunity enabled additional CACS teachers to become SEI trained and to bring this expanded skill set into the classroom. This year, we also added a total of 18 after school hours for literacy training for teachers once per month on Tuesday afternoons from 4-6 PM, had on-site training from Teachers' College - Units of Study in Reading and Writing (2 days during Summer Institute), and on-site Singapore Math training (2 days during Summer Institute and 2 days during the school year). In the spring, all 3 ESL teachers attended the NJTESOL/NJBE Conference, and 8 staff members (including general education and special education teachers and the Student Support Coordinator) attended the 1-day WIDA Professional Learning - Differentiation for Linguistically Diverse Students Training.

While we had previously maintained a laser-like focus on literacy instruction, in 2018-19 we began to prioritize learning in all core subjects. In math, specifically, teachers received training on Singapore Math, learning more about how to incorporate the CPA (Concrete, Pictorial, Abstract) approach. Teachers worked on aligning math interim assessments to the curriculum and prioritized instruction to rely on the teaching of mathematical practices instead of the rote memorization of skills.

The school utilizes a co-teaching model to ensure that we are able to provide an inclusion program for our students with disabilities in a least restrictive environment. By having two fully certified teachers in each classroom, we are able to constantly use data to drive instruction while providing flexibility for grouping. Additionally, for the 2018-19 school year, we began implementing a pull-out resource replacement program for our scholars who required intensive academic support. These scholars were able to receive academic instruction at their level with the use of individualized instruction and a modified curriculum. Throughout the year, these specific scholars have shown growth in both literacy and mathematics. We are proud of how our special education program has grown over the past three years. In 2016-17, it consisted of 2 out of 3 inclusion classrooms, in 2017-18, we had 5 out of 6 inclusion classrooms, and an out-of-district placement. In 2018-19, we had 8 out of 9 inclusion classrooms and a Resource Room program, and in 2019-20, we will be providing pull-out programs in reading, writing, and mathematics. By having a continuum of special education support services, we are able to appropriately serve each of our scholars and their individual learning needs.

As we review data from 2018-19 and look forward to PARCC testing, we noticed a gap in nonfiction reading/writing and inquiry-based instruction. Utilizing the standards aligned curricula Social Studies Weekly and FOSS Science in grades 1 through 3, students will now have more opportunities to engage in hands on inquiry-based investigations, explore historical based artifacts, and navigate nonfiction reading and writing tasks. In kindergarten, social studies and science are integrated and aligned to the Tools of the Mind themes to provide scholars with a well-rounded picture of the ecosystem, life, and times of the time period they are studying. With these experiences, we believe that students will develop the appropriate schema in science and social studies, as well as, be well prepared for the types of nonfiction reading and writing tasks prevalent on statewide testing.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

Table 3 Proficiency Rates on assessments

Assessment	2016-17	2017-18	2018-19
ELA 3	Grade K Only	Grades K-1 Only	Grades K-2 Only
MAT 3	Grade K Only	Grades K-1 Only	Grades K-2 Only

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such 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).

As CACS initially began operations in 2016-17 with only the kindergarten level, added 1st grade in 2017-18, and then added 2nd grade in 2018-19, no state testing data is yet available for review at this time.

- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 year.

	Literacy	Mathematics	ESL
Kindergarten	Diagnostic assessment before the start of school	Diagnostic assessment before the start of school	WIDA - APT (September & June) Used as a screener as one of multiple measures, administered when scholars are identified using HLS to determine ESL program placement
	STEP is research-based formative assessments (4 times per year)	In-house interim assessments (4 times per year)	
	High Frequency Word Assessment (4 times per year)	Quarterly performance-based assessments	WIDA - ACCESS (March) Measures growth in English Language Proficiency in the domains of listening, speaking, reading, and writing to provide feedback to tailor instruction and potential for exit
	On-Demand Writing Assessments for Narrative, Opinion, and Informational writing (pre and post assessments)		

1st Grade	Diagnostic assessment before the start of school (new students only)	Diagnostic assessment before the start of school (new students only)	For an incoming student, ACCESS score from previous district and may administer MODEL upon entering for up to date data on listening, speaking, reading, and writing proficiency
	STEP is research-based formative assessments (4 times per year)	In-house interim assessments (4 times per year)	
	High Frequency Word Assessment (4 times per year)	Math Facts Fluency Assessment (quarterly)	WIDA - ACCESS (March) Measures growth in English Language Proficiency in the domains of listening, speaking, reading, and writing to provide feedback to tailor instruction and potential for exit
On-Demand Writing Assessments for Narrative, Opinion, and Informational writing (pre and post assessments)			
2nd Grade	Diagnostic assessment before the start of school (new students only)	Diagnostic assessment before the start of school (new students only)	For an incoming student, ACCESS score from previous district and may administer MODEL upon entering for up to date data on listening, speaking, reading, and writing proficiency
	STEP is research-based formative assessments (4 times per year)	In-house interim assessments (4 times per year)	
	High Frequency Word Assessment (4 times per year)	Math Facts Fluency Assessment (quarterly)	WIDA - ACCESS (March) Measures growth in English Language Proficiency in the domains of listening, speaking, reading, and writing to provide feedback to tailor instruction and potential for exit
	On-Demand Writing Assessments for Narrative, Opinion, and Informational writing (pre and post assessments)		

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

Assessments	How does it improve instruction & student learning?
STEP is research-based formative assessments (4 times per year)	Provides reliable literacy data for teachers and school leaders to use to customize instruction for all scholars based on reading comprehension and reading fluency.
High Frequency Word Assessments	Used to record students' growth in automatic word recognition.
On-Demand Writing Assessments for Narrative, Opinion, and Informational writing (pre and post assessments)	Used to support continuous assessment, timely feedback, and clear goals tied to learning progressions that have been aligned with standards.
In-house mathematics interim assessments (4 times per year)	Provides reliable math data for teachers and school leaders to use to assess learning and reteach objectives as necessary.
WIDA - APT (September)	Used as a screener when students are identified based on Home Language Survey and multiple criteria to determine ESL placement.
WIDA - ACCESS (May)	Required for students designated as ELLs yearly.

1.5 Organizational Capacity - School Leadership/Administration

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

Table 4: School Leadership/ Administration Information

Administrator Name	Title	Start Date
Monica Villafuerte	Executive Director/Principal	7/22/2016
Meghan Pipchick	School Business Administrator	7/22/2016
Donna Alonso	Interim School Business Administrator	2/1/2019-5/30/2019

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 below regarding learning environment at the school.

Table 5: School Culture and Climate Learning Environment

Learning Environment	Attendance Rate
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	97.24%
Elementary School Attendance Rate (grades K-5)	97.24%
Middle School Attendance Rate (grades 6-8)	N/A
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	11:1
Student - Staff Ratio	8:1

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

Table 6: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2018-19 to 2019-20)	90%
Total Staff Retention Rate (from SY 2018-19 to 2019-20)	90%
Frequency of teacher surveys and date of last survey conducted	2 times per year - (6/21/2019)
Percent of teachers who submitted survey responses	100% of teachers present
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	100%

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

- After each STEP round (Literacy Assessment), I collaborate with others at my school to make action plans based on student performance.
- There are many teachers and staff members at my school who set an example for me of what highly effective (teaching) looks like in practice.
- The Leadership Team promotes a safe and productive learning environment in my school.

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

- My observer consistently follows up to see how successfully I am implementing feedback from our last observation.
- Across my school, there are consistent expectations and consequences for student behavior considering what is developmentally appropriate for the children’s ages and abilities.
- When I get feedback after an observation, I receive support to implement those changes (i.e. someone models suggestions for me, I have time to practice outside of class, etc.) *This will be prioritized next year through the teacher evaluation process.*

e) Fill in the requested information below regarding the school’s discipline environment in 2018-2019. If there was a noticeable increase or decrease in suspensions and expulsions in 2018-2019 compared to 2017-2018, then please describe the reasons for the change below the table.

Table 7: Discipline Environment 2018-2019

Grade Level	Number of students enrolled (as of 10/15/18)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	77	0	0
1	78	0	0
2	78	0	0
3	N/A	N/A	N/A

While the CACS Board of Trustees believes that positive approaches to acceptable behavior are usually more effective, it is sometimes necessary to safely manage and address challenging behaviors to ensure the good order of the school and to teach scholars the consequences of disruptive behavior. Beginning in 2017-18, the School Psychologist was trained by CPI in Nonviolent Crisis Intervention® Training and completed a 4-day Instructor Certification Program. This program focuses on prevention, and the core training program equips staff with proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Since the School Psychologist was initially certified as an instructor, there are now a total of 5 additional staff members who are CPI certified. These 5 staff members include the Principal, Dean of Students, School Nurse, one special education teacher, and the person who oversees after school programming. Together, these staff members form the CACS Care Team to support NJDOE, Office of Charter and Renaissance Schools

scholars in crisis. The ultimate goal is to always ensure the safety of all stakeholders and provide the social-emotional resources to support the whole child. In 2018-19, de-escalation techniques were also taught to specific after school program staff to ensure wrap around supports were provided in case a crisis occurred during after-school hours.

We have recently partnered with Yale Center for Emotional Intelligence and the Principal, School Psychologist, School Nurse, and a special education teacher attended a 2 day training at RULER Institute | Creating Emotionally Intelligent Schools where they focus on using the power of emotions to create a healthier, and more equitable, productive, and compassionate society. While we are still in the early stages of implementing this approach at CACS, we are excited about training all administrators, teachers, and staff so that we can later follow the K-12 curriculum, and roll out the family education component. The RULER approach enhances mindsets about emotions, deepens social and emotional skills, and creates healthier emotional climates which lead to improved leader and teacher effectiveness and retention. Other benefits also include increased student engagement, academic performance, attendance, graduation rates, and better-quality relationships and reduced bullying. At CACS we recognize that we must provide our teachers with both academic and social emotional tools to ensure the success of our scholars. “Emotional intelligence is the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey & Mayer, 1990). Learning to become emotionally intelligent as adults is the first step so that we can then coach and model this for our scholars.

2.2. Family and Community Engagement

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

Table 8: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school’s board, out of the total number of board members	0/6
Frequency of parent/guardian surveys	2 times per year
Date of last parent/guardian survey conducted	04/17/2019
Percent of parents/guardians completing the survey (consider one survey per household)	127/211 = 60%
Percent of parents/guardians that expressed satisfaction with the overall school environment	100%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?

Throughout the 2018-2019 school year, Cresthaven Academy conducted two parent surveys to gain a better understanding of how we are serving our families and scholars. The results of both surveys were overwhelmingly positive, with ALL scores averaging between 4.74-4.94 out of 5. As one parent said, “I am very grateful that my son is at this school, the best one in Plainfield. They are professionals, are kind, and may God bless you.”

The top three positive aspects across the surveys were the following:

- I am proud that my child attends this school.
- My child’s school environment is clean and in good condition.
- The teachers are friendly.

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

Although recent survey results were highly favorable, families rated the following experiences as slightly less favorable than other items surveyed:

- My child's academic performance has improved because of the staff at this school.
- The rules for student behavior at my child's school are fair; and
- Emails and newsletters are an effective means of communication.

To be continuously responsive to the needs of our school community and in response to our 2018-19 survey results, our Leadership team, Care team and Lead Teachers will collaborate in analyzing survey data and aligning actions to improve CACS as we continue to cultivate our programming. As an initial step, we will plan additional efforts to educate all families around restorative justice practices, specifically in understanding how CACS approaches “discipline” from a whole child approach and behavioral supports may vary and differ from their historical experiences.

Additionally, we will ensure suitable channels are in place to collect and comprehend feedback across multiple stakeholders throughout the year and will incorporate it into our school processes as necessary to best meet the needs and concerns of our broader academic community.

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.

Family Activity/ Event	Description	Stakeholders
Meet the Teachers	School was opened prior to the first day of school for families and scholars to meet their teachers. Each classroom had a Spanish-speaking teacher to facilitate parent engagement.	All parents, students & staff
Back-to-School Night	Sessions were in both English and Spanish for parents/guardians.	All parents & staff

Parent-Teacher Conferences	Bilingual PTCs were offered 3 times per year. We had 100% participation in all grades for all three rounds.	All parents & staff
Child Assault Prevention - Parent Training	Child Assault Prevention (CAP) Training was offered to parents and staff before sessions with children.	All parents, students & staff
Fall Festival	Scholars and families were invited to enjoy an afternoon of games and activities.	Parents, students & staff
Trip Chaperones	147 parents helped chaperone the 12 field trips we had in 2018-19. Priority was given to parents who had not chaperoned a previous trip.	Parents
Post-Lottery Phone Calls	Parents were invited to help make calls to new families after the lottery.	Parents & board members
Open Houses (2 throughout the year)	Prospective parents were invited to attend an Open House & School Tour prior to the random lottery.	Prospective parents & local community
New Family Orientation	Prospective parents were invited to attend a school tour and Orientation Session to learn about the registration process after the random lottery.	Prospective parents & new students & staff
Kindergarten Graduation Ceremony	Families were given 2 tickets to attend the kindergarten graduation ceremony. Light refreshments were served.	All parents, students, staff & board members
Math Night	Families and scholars participated in game-based math centers in an effort to empower families to support their scholars learning at home.	All parents, students, & staff
Literacy Night	Families and scholars participated in game-based literacy centers in an effort to empower families to support their scholars learning at home.	All parents, students, & staff
After-School Art Show	Parents of scholars enrolled in the after-school program were invited to attend the 3rd Annual Cresthaven/ Art Kids Academy After School Art Show to celebrate the creativity and hard work of the after school artists.	After-School parents, students, staff, & board members
Charter Advocacy: Community Focus Group	Parents participated in charter advocacy events by attending the NJDOE's Plainfield Community Focus Group on November 29, 2018.	Board members, administrators, staff, teachers, parents, & scholars

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

Activity/Event by Parents & Guardians	Description
Backpack Drive at Iglesia Emanuel - Sponsored by Evangel Church	Parents (who are also Pastors) hosted an annual Backpack Drive, in collaboration with Evangel Church, to provide every scholar and siblings (K-6) with a free backpack and school supplies before the start of school.
Teacher and Staff Appreciation Week	Over 82 families donated food and drinks to celebrate the school's staff by providing meals throughout the week, in addition to volunteering to prep, serve, and clean-up.
Field Day	Parent took lead on getting a major corporation to sponsor field day food and activities along with 20 adult volunteers for this event. Additionally, we had board members join to support the festivities.
Charter Advocacy: Video	Parents were interviewed to create videos in English and Spanish to promote charter advocacy.
Charter Advocacy: Meeting with Legislators	A parent joined the New Jersey Charter School Association to meet with legislators on April 11, 2019, to recount her experience as a charter school parent at Cresthaven Academy.

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

Table 9: 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.
Kean University	Provided a 3-4 hour long college tour for 78 kindergarten scholars and more that 20 teachers, and parent chaperones	6 staff members from admissions department conducting tour and running interactive activities for scholars
Rutgers University	Provided a 3-4 hour long college tour for 78 1st grade scholars, and more that 20 teachers, and parent chaperones	10 staff members from admissions department conducting tour and running interactive activities for scholars; tour of football field with assistant head coach;

		pick up game of soccer with women's soccer team
Princeton University	The Historical Society of Princeton & Princeton University Art Museum provided guided tours of the campus and the art museum to 78 2nd grade scholars and more than 20 teachers and parent chaperones.	3 staff members from the Historical Society of Princeton conducted walking campus tours with historical context of the University. 5 staff members from the Princeton Art Museum conducted art interactive tours of art museum. Scholars ate lunch in Frist student center side by side with actual university students.
UChicago STEP	Research-based formative assessment, data management, and professional development system	All teachers and scholars 4 times per year 5 on-site visits per year
Tools of the Mind	Trained kindergarten teachers on-site	6 teachers trained on-site before the school year began
Cloud9 World	Social and emotional learning program including books, stickers, and videos in English and Spanish	School psychologist led this initiative for all 3 grades - once per week
Cresthaven Academy Foundation	After-school programming, enrichment, and homework help daily for 156 scholars	Extra curricular programming including art, music, swimming, martial arts, and soccer. Homework help supported by classroom teachers.
NJ Child Assault Prevention	Used roleplays and guided group discussion to train 78 kindergarten scholars to recognize potentially dangerous situations, and to make effective use of the options available to them when dealing with such a situation	3 facilitators conducting 3, 1 hour workshops.
Girls Helping Girls. Period	Belief that feminine hygiene is a matter of basic health.	Feminine hygiene products are delivered to the school and the School Nurse identifies and supplies them to older sisters and mothers in need.

Black United Fund (BUF) Pre-School	Conducted a “Transition to Kindergarten” information session to educate families on their options for kindergarten.	2 staff members spent 1 hour at each of BUF’s schools presenting and answering questions from families.
SSYC	Conducted a “Transition to Kindergarten” information session to educate families on their options for kindergarten.	2 staff members spent 1 hour at SSYC presenting and answering questions from families.

Table 11: 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.
Evangel Church / Iglesia Hispana Emanuel AD	Provides backpacks, school supplies, Thanksgiving dinners, and holiday gifts to scholars/families.	230 backpacks filled with supplies; 30 Thanksgiving dinner boxes; 15 students and families sponsored to pick out approximately 5 holiday gifts; 15 Easter dinner boxes
Goldman Sachs & Co.	Provided volunteers and paid for Field Day supplies as part of their “Community TeamWorks” program.	20 volunteers and direct financial support for annual Field Day
Saint Mary’s Roman Catholic Church	Church space and lot is requested as needed.	School parking lot and church space is exchanged as needed
United Way of Union County	Facilitated holiday “wish list” program for scholars from low-income homes.	Collected approximately 30 gifts from corporate partners and matched them to the holiday wish lists of scholars
Community Food Bank of New Jersey	Provided non-perishable food items to families identified as “food insecure.”	Weekly donations in “Friday Backpacks” of non-perishable food items to approximately 15 families.

Cresthaven Academy Foundation	Provided fee-based after school enrichment program and various scholar and family supports.	Provided after school enrichment activities from 3:45-6:30pm M-F for approximately 156 scholars; Offset costs of after school programming for 30 families; Organized weekly food bank pick-ups and distribution to families; Provided one free uniform set to every incoming Kindergarten scholar; Coordinated holiday gift donation from private donors; Supplemented holiday wish-list items for scholars whose wishes were not met by private donors or United Way donations;
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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 below regarding board governance.

Table 12: Board Governance

Board Governance	
Number of board members required by the charter school’s by-laws	The BOT shall consist of no fewer than five (5) and no more than fifteen (15) individuals. This is specified in the Bylaws that define components of the School’s governance as outlined in the Charter.
Date of the latest board self-evaluation (include a copy of the board’s self-evaluation tool as Appendix B)	The BOT used a tool from the NJCSA to complete their self-evaluation in July 2019.
Date of the latest school leader evaluation (include a copy of the board’s school leader evaluation tool as Appendix C)	The NJSBA Superintendent’s Evaluation Tool was used to engage the BOT in the School Leader Evaluation progress on 6/26/19. The Kim Marshall Principal Evaluation Rubrics are board approved for the Principal role.

- b) List the amendments to by-laws that the board adopted during the 2018-2019 school year.

N/A

- c) List the critical policies adopted by the board during the 2018-2019 school year.
 - 5142.2 Physical Restraint

- 5145.7 Gender Identity and Expression
- 6145 Extracurricular Activities
- 6145.1/6145.2 Interscholastic/Intramural Competition
- 6163.1 Media
- 6147 Standards of Proficiency
- 6121 Nondiscrimination/Affirmative Action
- 5134 Married and Pregnant Students
- 6142.2 Bilingual/ESL
- 6146.2 Promotion/Retention
- 6164.4 Child Study Team
- 6171.3 Title 1
- 6171.4 Special Education
- 6142.4 Physical Education and Health
- 6160 Instructional Materials and resources
- 6164.2 Guidance Counseling
- 6010 Goals and Objectives of Instruction
- 6141 Curriculum Design and Adoption
- 7110 LRF
- 6171.2 Gifted and Talented
- 6146.7 Standards of Proficiency
- 6171.1 Remedial Instruction
- 6173 Dome Instruction
- 6142.12 Career and Technical Education

3.2 Board Compliance

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

Table 13: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Steven Colson	5/27/15	6/2019	President (Resigned 12/19/2018)	scolson@cresthavenacademy.org	11/25/15	9/03/17
Sandra Harrison	5/27/15	6/2019	President effective 12/19/2018 Vice President through 12/19/2018	sharrison@cresthavenacademy.org	5/4/16	6/06/19
Marcy Bostwick	5/27/15	6/2021	Trustee	mbostwick@cresthavenacademy.org	4/20/16	7/25/17
Rashleigh Bruce	5/27/15	6/2020	Trustee	rbruce@cresthavenacademy.org	5/11/16	6/19/17
Toni Gamble	7/1/18	6/2021	Trustee	tgamble@cresthavenacademy.org	8/08/18	6/25/19
Steve Hockaday	7/22/15	6/2020	Trustee	shockaday@cresthavenacademy.org	1/20/16	8/29/18
Barbara Sellinger	5/27/15	6/2021	Trustee	bsellinger@cresthavenacademy.org	12/15/15	8/24/17

- 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.

<http://www.cresthavenacademy.org/our-school/board-of-trustees/>

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 below regarding the timeline of the school’s application process for prospective students for school year 2018-2019.

Table 14: School Year 2018-19 Application Process Timeline

School Year 2018-19 Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	February 1, 2017
Date the application for school year 2018-19 was due back to the school from parents/guardians	January 19, 2018
Date and location of the lottery for seats in school year 2018-19	January 20, 2018 530 West 7th Street, Plainfield, NJ

CACS continues to distribute and collect student applications throughout the calendar year. The online student application is temporarily closed down upon the application deadline right before the random lottery to ensure that all applications are accounted for. In order to ensure high levels of objectivity and internal controls, the school has hired an independent consultant to administer the CACS lottery each year for the 2016-17, 2017-18, and 2018-19 school years, and hopes to continue to do so going forward. The lottery was advertised on the school’s website, advertised in the newspaper, promoted on postcards and flyers distributed to all Plainfield preschools, and email invitations to multiple Open Houses were sent to all families that submitted an application. Open House events included detailed overviews and information relating to the school and enrollment process. Following the lottery each January, students are added to the waitlist in order of application submission date/time on a rolling basis.

- b) Provide the URL to the school’s application for prospective students for school year 2018-2019. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

<http://www.cresthavenacademy.org/enroll/apply-now/>

The Cresthaven Academy Charter School bilingual (English/Spanish) application for all grades is available at <http://www.cresthavenacademy.org/enroll/apply-now/> on a year-round basis. Additionally, paper copies are available for completion to any family that visits CACS. Lastly, on an annual basis, the school provides copies of applications to all preschools that are able and willing to distribute them to families in the community.

Our school is built on the belief that all children, regardless of race or economic status, can succeed when given equal access to a high-quality education. Each of our scholars will be empowered to overcome challenges and equipped to sustain their success in school and beyond. To this end, we recruit children from all corners of Plainfield. In 2018-19, we had students from 17 different preschools. Because our recruitment techniques are thorough and include outreach to students from across the district regardless of prior preschool attendance, academic performance, behavioral performance, ability, or socio-economic status, we have a student body that closely resembles that of the district. In 2018-19, 86% of our students received free or reduced lunch rates, over 9% of our population received special education and related services, 9% received ELL services, over 78% of our population was latino/a and approximately 27% African-American.

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2018-2019.

Below is a list of all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2018-19.

- Cresthaven Academy Charter School - 530 West 7th Street, Plainfield, NJ 07060
- Website: <http://www.cresthavenacademy.org/enroll/apply-now/>
- 20+ Plainfield Preschools

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

Based on the needs of the Plainfield community, our Student Enrollment Application is available in English and Spanish. The school also provides a Spanish-speaking translator for any parent/guardian who needs assistance completing the student application on-site.

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-2019 were available prior to the enrollment lottery.

- Open Houses at Cresthaven Academy Charter School on 11/1/18 and 12/1/18
- Parent Meeting at Plainfield preschool on 1/16/19
- Parent Meeting at Plainfield preschool on 2/20/19
- Parent Meeting at Plainfield preschool on 2/21/19

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-2019.

Table 15: 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 2018-19	Number of students retained in 2018-19 for the 2019-20 school year
K	1	0	0
1	0	0	0
2	1	1	0
3-12	N/A	N/A	N/A

- g) 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.

5.1 Compliance

The following questions are aligned to the *Organizational Performance Framework, Performance Area 5: Compliance*.

- a) Provide a description of the educator evaluation system the school has implemented.

The Board of Trustees approved the following Evaluation Rubrics:

- Kim Marshall Teacher Evaluation Rubrics
- Kim Marshall Principal Evaluation Rubrics
- New Jersey School Boards Chief School Administrator Rubric

- b) Provide a description of the school leader evaluation system that the school has implemented.

The Board of Trustees will annually evaluate the performance of the School Leader in order to assist both the Board and the School Leader in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership. The objective of the Board’s evaluation of the School Leader is to provide guidance and feedback on performance annually so that the School Leader: promotes the articulation of the school’s core values of Joy, Grit, Courage, Empathy, Humility, Excellence, and Self-Control through purposeful and effective planning, preparation, and execution of educational and operational programming; focuses on his/her development of pertinent skills and knowledge, and ensures that the school’s mission is fulfilled.

The Board of Trustees approved the Kim Marshall Principal Evaluation Rubrics and is also using the Superintendent’s Evaluation Tool from NJSBA for the Chief School Administrator.

- c) As **Appendix E**, provide a 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 16: Appendix File Naming Convention

Appendix	File Naming Convention
<u>Appendix A</u>	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 Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 2019 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2019.” Save each appendix by the file naming convention provided in the second column of the above table.