



**CRESTHAVEN  
ACADEMY**  
CHARTER SCHOOL

## **ANNUAL REPORT FOR 2017-18**

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

Submitted August 1, 2018



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

# Annual Report Questions

<b>Table 1: Basic Information</b>	
Name of school	Cresthaven Academy Charter School
Grade level(s) to be served in 2018-19	K-2
2017-18 enrollment (as of June 30, 2018)	154
Projected enrollment for 2018-19	234
Current waiting list for 2018-19	164 (as of 7/18/18)
Website address	www.cresthavenacademy.org
Name of board president	Steven Colson
Board president email address	scolson@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

<b>Table 2: School Site</b>	
Site name	Cresthaven Academy Charter School

Year site opened	2016
Grade level(s) served at this site in 17-18	K-1
Grade level(s) to be served in 18-19	K-2
Site street address	530 West 7th Street, Plainfield, NJ 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

### *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 both kindergarten and first grade with two fully-certified teachers leading each classroom. In the 2017-18 school year, two

out of three kindergarten classrooms and three out of three first grade classrooms were able to educate our scholars with disabilities (SWDs) alongside their general education peers by having a certified teacher of SWDs in five out of our six classrooms in both grades K and 1. 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), was 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 Social Worker, and School Nurse that work together in support of our scholars to achieve academic excellence, physical wellness, and emotional health. The School Psychologist and Social Worker collaborate to integrate wraparound services to support families and scholars both in school and by connecting them to outside resources, as needed. Additionally, they teach our social-emotional curriculum, Cloud9World. 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 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 2017-18, CACS served students in grades K-1, with 25 scholars who qualified for and received ESL services. CACS professionals determined placements in these programs based upon English language proficiency derived from the Summer 2017 kindergarten W-APT screening or Spring 2017 1st grade ACCESS assessment. 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, as 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.

	2017-18 WIDA   ACCESS for ELLs 2.0			
	1st Grade (Rising 2nd Grade)		Kindergarten (Rising 1st Graders)	
	Overall Scores		Overall Scores	
	Count	%	Count	%
6 (Reaching)	0	0%	0	0%
5 (Bridging)	1	8%	0	0%
4 (Expanding)	6	46%	4	33%
3 (Developing)	2	15%	2	17%
2 (Emerging)	4	31%	3	25%
1 (Entering)	0	0%	3	25%
	13	100%	12	100%

As CACS is laser-focused on continuing to enrich our foundation and develop the quality of our curriculum, in the 2017-18 school year, seven teachers, the Principal, the School Psychologist, and the Social Worker, registered and completed the Sheltered English Instruction (SEI) 15-hour online course through the School of Education at Stockton University, which is wholly funded by the NJ Department of Education. 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, a part-time bilingual/ESL teacher, six Spanish-speaking full-time certified teachers, and four 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 2018, CACS offered a summer program focused on providing additional supports to scholars who were below grade level on STEP (Guided Reading) and/or Math Interim Assessments at the end of the 2017-2018 school year. The program was in session for three days per week from 8-11AM for a period of four weeks. Sixty-one scholars participated in an ideal small-group instructional setting with seven fully certified teachers, providing a 9:1 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 continues to offer an in-house after-school program that our parents may choose to enroll their scholars in for a flat rate of \$100 per month, or roughly \$1.70 per hour of care. Administered by Crethaven Academy Foundation, this enrichment programming offers a level of comprehensive support that serves to equip each scholar to be successful in school and beyond. Programming includes homework help, tutoring, music, art, martial arts, dance, fitness, soccer, swim, team building, yoga, and community service every week day from school dismissal at 3:45-6:30 PM. On half-days, programming runs from school dismissal at 12:45-6:30 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 2017-18, 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. During recess, scholars participate in an organized group game and free-choice activity by class. Mega Recess, in which all scholars of a grade participate in one of several free-choice stations, is conducted once a month in an effort to provide opportunities for scholars to build relationships with those others who may be in their grade but not in their classroom.
- 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 and School Social Worker conduct quarterly scholar interviews to gauge which scholars may feel disconnected from their peers by asking questions such as "If you could pick three other people in your class to play with, who would it be?" Any scholars that exhibits a difficult time identifying others they would like to play with, or scholars who were not selected by anyone else, are considered for placement in small groups facilitated by the School Psychologist and designed to help strengthen peer-to-peer relationships with parent consent.
- 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, and three parent-teacher conferences annually. For the past two 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. 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, Crethaven Academy Foundation provides meals, clothing, and other resources to families in crisis.
- 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. In collaboration with the

School Social Worker, the School Nurse partners 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 collects and distributes these products through school systems, food pantries and social service agencies. Lastly, in conjunction with the efforts described above, CACS continues to actively build our foundation and our ties to the community with an eye towards the future. As we build our programs and plan for expanded facilities, we continue to incorporate partnerships with local doctors and community organizations, as well as plan for spaces within our campus that will enable us to serve our families with the education, supplies and services necessary to promote and encourage health and well-being.

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.

<b>Goal: Student Growth</b>	Half of students will make 2 or more STEPs of growth
<b>Measure</b>	Use STEP (literacy) data at year end to evaluate student growth
<b>Target</b>	At least 50% of students make 2 or more STEPs of growth
<b>Actual Outcome</b>	54% of all students (Grades K-1 overall) made 2 or more STEPs of growth <b>GOAL HAS BEEN MET.</b>

<b>Goal: Achievement</b>	Half of students will achieve at or above grade level in STEP (Guided Reading)
<b>Measure</b>	Use STEP data at year end to evaluate student performance
<b>Target</b>	At least 50% of students achieve on or above grade level
<b>Actual Outcome</b>	Approximately 17% of all students (Grades K-1) test at or above grade level <b>GOAL NOT YET MET SCHOOL-WIDE AND REMAINS IN PROGRESS</b> (note: please refer to section 1.3 for more detail on CACS Instruction and Action Plan in response to 2017-18 results)

<b>Goal: Achievement</b>	Half of students will achieve at or above grade level in Math Interim Assessments (IAs)
<b>Measure</b>	Use IA data at year end to evaluate student performance
<b>Target</b>	At least 50% of students achieve on or above grade level
<b>Actual Outcome</b>	Approximately 63% of all students overall (Grades K-1) tested at or above grade level <b>GOAL HAS BEEN MET.</b>

<b>Goal: Enrollment</b>	Each year, at least 90 percent of all students enrolled on the last day of the school year will return the following August.
<b>Measure</b>	Student enrollment on last day of 17-18 school year compared to enrollment as of 7/18/2017 for the 18-19 school year (excluding incoming kindergarten class)
<b>Target</b>	At least 90 percent of all students enrolled on the last day of the school year will return the following August
<b>Actual Outcome</b>	153/154 (99%) students are re-enrolled for 18-19 <b>GOAL HAS BEEN MET.</b>

<b>Goal: Enrollment</b>	The school will maintain enrollment stability by way of student retention. Student enrollment will remain within 15 percent of full enrollment as defined in the school's charter.
<b>Measure</b>	Monthly evaluation of student enrollment compared to the school's charter
<b>Target</b>	150 chartered students - (15% *150) = At least 127 students enrolled each month
<b>Actual Outcome</b>	August - 156 enrolled September - 156 enrolled October - 156 enrolled November - 156 enrolled December - 156 enrolled January - 156 enrolled February - 156 enrolled March - 155 enrolled April - 154 enrolled May - 154 enrolled June - 154 enrolled <b>GOAL HAS BEEN MET</b>

<b>Goal</b>	The board will provide an effective forum for public input into the governance of the school.
<b>Measure</b>	Public is aware of Board Meetings. Board agenda allows for public portion
<b>Target</b>	Advertisements in local newspaper for Board Meetings Board meeting calendar on school website All Board agendas have public portion of meeting
<b>Actual Outcome</b>	Meetings advertised in Courier News and NJ Star Ledger Board meeting calendar on school website ( <a href="http://www.cresthavenacademy.org/calendar/">http://www.cresthavenacademy.org/calendar/</a> ) Board minutes show public portion of meeting at every meeting <b>GOAL HAS BEEN MET</b>

<b>Goal</b>	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.
<b>Measure</b>	Survey staff at year end and collect data on employee satisfaction
<b>Target</b>	80 percent or more of faculty and staff will respond favorably
<b>Actual Outcome</b>	100% responded favorably <b>GOAL HAS BEEN MET</b>

<b>Goal</b>	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.
<b>Measure</b>	Survey families at least twice a year to collect data on school satisfaction
<b>Target</b>	90 percent or more of the parent will respond favorably
<b>Actual Outcome</b>	100% responded favorably <b>GOAL HAS BEEN MET</b>

## 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 for literacy instruction, Teach Like A Champion, Sheltered English Instruction (SEI), Tools of the Mind, and Teachers' College Units of Study for Reading and Writing. In 2018-19, we are also incorporating on-site training for Singapore Math in order to infuse greater rigor in terms of assessments. 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 two 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.

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. Through collaborative review and discussion of school data, the CACS team makes meaningful and real-time changes to school processes and protocols and that can have a critical impact on our scholars' everyday learning and experiences.

### 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 13-level system toward reading proficiency.

Each STEP tool aligns with scientifically-established milestones in reading development. Students move across a 13 STEP process to proficiency from Pre-K through 3rd grade and 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.

Teachers assess students at multiple times throughout the year and receive real-time data for targeted instruction and school administrators gain critical, timely, actionable insight into a school's literacy performance. (<https://uchicagoimpact.org/tools-training/step>)

#### STEP at CACS

As outlined in the CACS charter application, STEP assessments are leveraged four times per year to gauge student mastery of grade level material. As a team, CACS instructional staff reviews the results on a regular basis and derives insights from the data to help inform and amend our approach to student instruction.

#### *CACS Data Glows:*

- 54% of all students demonstrated 2 or more STEPs of growth (Literacy)
- 77% of kindergarteners demonstrated 2 or more STEPs of growth (Literacy)
  - Note: this is our second year with at least one teacher in each K classroom having been formally trained by Tools of the Mind (TOTM) and STEP and returning for a second year at CACS. As CACS continues to scale, our retention and professional development strategies will incorporate planning that will support these programs and will look to further support growth in our scholars' literacy development.
- The 1st Grade team made initial steps in implementing a new curriculum, Units of Study - Reading and Writing. For 2017-18, our instructional team benefited from a full day of training at the beginning of the academic year. Based on our observations and feedback received, we are responding to recognized areas for development and plan to further grow the curriculum in 2018-19 through offering two full days of training in both Units of Study in Reading and Writing.
- 63% of all students overall (Grades K-1) tested at or above grade level in Math.

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

- In our first year of operation, the board approved the 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." (<https://toolsofthemind.org/about/history/>) 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 this year. One of the things we initially attempted was adding Guided Reading (GR) to our literacy program at all grade levels. At the beginning of 2017-18, scholars in one class were grouped into

one of six groups with the peers in their classrooms and instructed by one of their co-teachers. Since the goal is for scholars to grow three STEPs per year, the GR teachers had to also learn and grow with their scholars throughout the year. We noticed that our teachers were barely mastering 1-2 STEP levels before we were asking them to teach a different level. After the second round in the 2017-18 school year, we restructured the 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 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 order to help teachers become more masterful in teaching GR, we also transitioned the responsibility of providing GR teacher lesson plan feedback to our Literacy Coach, and away from Grade Team Leaders. Feedback is therefore aligned to expectations and is consistent across the school.
- In kindergarten, we realized that the scholars did not have an opportunity for Shared Reading, an opportunity to engage students in reading to demonstrate strategies and build knowledge about print. 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.
- In 2017-18, we also added Read Aloud to 1st grade to ensure word-solving and comprehension strategies could be taught explicitly; also provided an independent reading time; streamlined and provided a consistent message across the grade level. As we can see from the data, our first graders are able to read with fluency and are still developing their comprehension skills. The Read Aloud block at CACS 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 2017-18, Grade Team Meetings shifted to review lesson plans as a grade team to ensure consistency across all classrooms. The teacher that writes the shared lesson plans has an opportunity to discuss the plans with his/her fellow teammates in order to address points of confusion and get feedback for future plans.
- In 2017-18, strategic data analysis and action planning meetings shifted across the second half of the year to also include the Student Support Coordinator, ESL Coordinator, School Business Administrator, and Director of After-School Program in order to continue to work collaboratively to ensure that priorities were set and that adequate resources were aligned accordingly. As a result, we added additional literacy support for subgroups of scholars during breakfast, lunch and/or the after-school program.

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 2017-18, a total of three teachers were trained at a multi-day training by Uncommon Schools:

*Great Habits, Great Readers*, and two staff members attended their one-day session, *Operational Excellence: Building Systems to Support Instruction*. Additionally, this year we had 10 staff members register and complete the Sheltered English Instruction (SEI) 15-hour online course through Stockton University. CACS was approved for and attended the NJDOE “SEI Training of Trainers” that took place on July 25-27, 2018. In addition to our core foundation of three ESL teachers on staff, this opportunity enables all CACS teachers to be SEI trained and to bring this expanded skill set into the classroom. In the 2017-18 school year, we also continued to apply key insights attained through 15 hours of literacy training around analyzing STEP data and improving guided reading instruction.

While we maintain a laser-like focus on literacy, we fundamentally believe in the need to explore more robust training focused on Math, specifically involving Singapore Math, from the early stages of the school’s development. We will begin with two full days of on-site training in August 2018, along with an additional three days of on-site support throughout the 2018-19 academic year.

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.

## 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 2017-18 PARCC results have not been released to schools by July 15, 2018, then leave the 2017-18 column blank.

<b>Table 4: Proficiency Rates on PARCC Assessments</b>			
<b>Assessment</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
ELA 3	N/A	Grade K Only	Grades K-1 Only
MAT 3	N/A	Grade K Only	Grades K-1 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 and added 1st grade in 2017-18, 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 2017-2018 year.

	Literacy	Mathematics	ESL
<b>Kindergarten</b>	Diagnostic assessment before start of school	Diagnostic assessment before 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)	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
<b>1st Grade</b>	Diagnostic assessment before start of school (new students only)	Diagnostic assessment before start of school (new students only)	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)	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

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 data (literacy) for teachers and school leaders to use to customize instruction for all scholars.
In-house mathematics interim assessments (4 times per year)	Provides reliable data (math) 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.

<b>Table 5: School Leadership/Administration Information</b>		
<b>SCHOOL LEADERSHIP/ ADMINISTRATION INFORMATION</b>		
<b>Administrator Name</b>	<b>Title</b>	<b>Start Date</b> (charter effective date)
Monica Villafuerte	Executive Director/Principal	7/22/2016
Meghan Pipchick	School Business Administrator	7/22/2016

## 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.

<b>Table 6: School Culture and Climate Learning Environment</b>	
<b>Learning Environment</b>	<b>Attendance Rate</b>
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96.68%
Elementary School Attendance Rate (grades K-5)	96.68%
Student - Teacher Ratio	1:9
Student - Staff Ratio	1:6

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

<b>Table 7: School Culture and Climate Professional Development</b>	
<b>Professional Environment</b>	
Teacher Retention Rate (from SY 2017-18 to 2018-19)	100% of effective teachers*
Total Staff Retention Rate (from SY 2017-18 to 2018-19)	94%
Frequency of teacher surveys and date of last survey conducted	2 times per year - (4/20/18)
Percent of teachers who submitted survey responses	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	100%

\* Teacher Retention Rate was calculated based on the teachers that were offered contracts for SY 2018-19

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

In 2017-18, our school conducted two surveys throughout the year, one in January and one in April. The three main positive aspects across both surveys identified by the teachers were:

- a. After each STEP round (Guided Reading) and after each math interim assessment, I collaborate with others at my school to make action plans based on student performance.
- b. I know the criteria (rubric) that will be used to evaluate my performance as a teacher/staff member. [Kim Marshall Teacher Evaluation Rubrics]
- c. My school is committed to improving my (instructional) practice.

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

- a. Before the start of the year, I reviewed the assessments my students are expected to take with other teachers or with school leaders (STEP and Math IAs). This will be addressed in our Professional Development scheduled for August 2018.
- b. My school has dedicated time for teachers to analyze interim assessments and to re-teach content based on student performance. Our school leader will work with our Literacy Coach and Grade Team Leads to find time in the academic schedule to re-teach content based on student performance and build in re-teach days into the academic calendar.
- c. 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.) 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 2017-18. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-18 compared to 2016-17, then please describe the reasons for the change below the table.

<b>Table 8: Discipline Environment 2017-18</b>			
Grade Level	Number of students enrolled (as of 10/1517)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	78	4	0
1	78	1	0
2	N/A	N/A	N/A
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. 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. An additional four members were later trained and together formed the CACS Care Team to support 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.

## 2.2. Family and Community Engagement

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

Table 9: 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	0/7
Frequency of parent/guardian surveys	2 times per year
Date of last parent/guardian survey conducted	04/11/2018
Percent of parents/guardians completing the survey (consider one survey per household)	112/146 = 77%
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 2017-2018 school year, Cresthaven Academy conducted two parent surveys to gain a better understanding of how we are serving our families and scholars. Out of 146 families, 112 (or 77%) completed the survey in Quarter 1 and 102 (or 70%) completed the survey in Quarter 3. The results of both surveys were overwhelmingly positive. As one parent said, "Cresthaven is simply the **BEST!**"

When looking at results by category, families rated the Learning Environment as most favorable, followed by the School Environment, and then Communications. Within the Learning Environment, families believe that the school's teachers are excellent and set high standards for the scholars. Between Quarters 1 and 3, families answered more favorably that their child's

academic performance improved because of the staff at the school. One Kindergarten parent wrote, "My son and I love the heartwarming environment on the day to day basis. It really does make him feel at home." These strong results validate the hard work that the teachers and staff have poured into the community throughout the duration of the school year.

When analyzing the School Environment, families are proud that their children attend CACS, they recognize that teachers are friendly, and they believe the school environment is clean and in good condition. Between Quarters 1 and 3, families gained a better understanding of the fairness of rules for student behavior. One Kindergarten parent commented, "I love everything about this school. The staff included. Loving, welcoming environment. My son loves it here! I love when I walk in the environment is always welcoming."

In terms of Communications, families love getting text messages and commented about their effectiveness. Additionally, parents feel well-informed about how their child is doing in school and they believe communication occurs in an open and respectful manner. Between Quarters 1 and 3, parents felt more confident in knowing what the teacher expected of their child. A first grade parent said, "We love, love, love Crestraven!"

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

Although recent survey results were considered favorable and highlighted areas in which the school will plan to continue to enrich programming for our scholars, CACS Leadership observed particular areas that will be critical to our future development. Families rated the following experiences as slightly less favorable than other items surveyed:

- My child likes to be at 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 2017-18 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 2017-18 school year.

<b>Family Activity/ Event</b>	<b>Description</b>	<b>Stakeholders</b>
<b>Meet the Teachers</b>	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
<b>Back-to-School Night</b>	Sessions were in both English and Spanish for parents/guardians.	All parents & staff
<b>Parent-Teacher Conferences</b>	Bilingual PTCs were offered 3 times per year. We had 100% participation in all grades for all three rounds.	All parents & staff
<b>Child Assault Prevention - Parent Training</b>	Child Assault Prevention (CAP) Training was offered to parents and staff before sessions with children.	All parents, students & staff
<b>Harvest Festival</b>	Parents were invited to take pictures during our Harvest Festival Parade.	Parents, students & staff
<b>NJSCA 20 Year Celebration</b>	Several scholars and their families were invited to attend the New Jersey Charter School Association's Annual Conference on the first night to represent cohort #20.	Parents, students & staff
<b>Trip Chaperones</b>	Over 90 parents helped chaperone the 8 field trips we had in 2017-18. Priority was given to parents who had not chaperoned a previous trip.	Parents
<b>Post-Lottery Phone Calls</b>	Parents were invited to help make calls to new families after the lottery.	Parents & board members
<b>Open Houses (4 throughout the year)</b>	Prospective parents were invited to attend an Open House & School Tour prior to the random lottery.	Prospective parents & local community
<b>New Family Orientation</b>	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
<b>Kindergarten Graduation Ceremony</b>	Families were given 2 tickets to attend an off-site kindergarten graduation ceremony. Light refreshments were served.	All parents, students, staff & board members
<b>After-School "Show What You Know" Events</b>	Parents of scholars enrolled in the after-school program were invited to attend demonstrations that highlight what scholars learned in after-school music, martial arts, art, and dance lessons.	After-School parents, students, staff, & board members

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
<b>Backpack Drive at Iglesia Emanuel in Plainfield</b>	Parents (who are also Pastors) hosted an annual Backpack Drive to provide every scholar and siblings (K-6) with a free backpack and school supplies before the start of school.
<b>Open House for Prospective Staff</b>	Three parents and their children greeted and spoke to prospective staff members during an Open House
<b>Teacher and Staff Appreciation Week</b>	Over 48 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.
<b>Field Day</b>	Parent took lead on getting a major corporation to sponsor field day food and activities along with 20 adult volunteers for this event.

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

<b>Table 10: Community Involvement with Education Institutions</b>		
<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Kean University	Provided a 3-4 hour long college tour for 78 kindergarten scholars, teachers, and 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, teachers, and chaperones	10 staff members from admissions department conducting tour and running interactive activities for scholars; tour of football field with assistant head coach; pickup game of soccer with women's soccer team
UChicago STEP	Research-based formative assessment, data management, and professional development system	All teachers and scholars 4 times per year 4 on-site visits per year

Tools of the Mind	Trained kindergarten teachers off-site	2 teachers trained off-site 2 times per year
Cloud9 World	Social and emotional learning program including books, stickers, and videos in English and Spanish	School psychologist and school social worker led this initiative for both grades - once per week
Cresthaven Academy Foundation	After-school programming, enrichment, and homework help daily for 156 scholars	Extracurricular programming including art, music, swimming, karate, 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.
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 1.5 hours at each of BUF's schools presenting and answering questions from families.
HOPES, Inc.	Conducted a "Transition to Kindergarten" information session to educate families on their options for kindergarten.	2 staff members spent 2 hours presenting at the HOPES-Watchung Avenue location and answering questions from families.

<b>Table 11: Community Involvement with Community Institutions</b>		
<b>Partnering Organization</b>	<b>Description of the Partnership</b>	<b>Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.</b>
Evangel Church / Iglesia Hispana Emanuel AD	Provides backpacks, school supplies, Thanksgiving dinners, and holiday gifts to scholars/families. Sent volunteers to paint entire facility.	160 backpacks filled with supplies; 15 Thanksgiving dinner boxes; 20 students and families sponsored to pick out 5-10 holiday gifts; 20 volunteers for 6 hours to paint school

Boys & Girls Club of Union County	Provides school supplies, coats, holiday gifts, and bicycles to scholars/families. Works collaboratively (meeting with city officials, providing physical space) toward the improvement of education in the city of Plainfield.	15 winter coats, boxes of school supplies
The Connell Company	Organized and hosted fundraiser on behalf of Cresthaven Academy.	Direct financial support
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
Impact Church	Provides school supplies and financial support.	Several boxes delivered to the school for students and families; offering collected from congregation on behalf of CACS
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 75 gifts from corporate partners and matched them to the holiday wish lists of scholars
Wilson Memorial Church	Large gathering space used for Kindergarten Graduation	All students invited to participate with parents/guardians and staff

### **Performance Area 3: Board Governance**

#### **3.1 Board Capacity**

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

<b>Table 12: Board Governance</b>	
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 <b>Appendix B</b> )	N/A - NJSBA said Board self-evaluation was not required for charter schools, but we will be implementing a Board self-evaluation in the 2018-19 school year.
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	6/20/2018 - The NJSBA Superintendent's Evaluation Tool was used to engage the BOT in the School Leader Evaluation process. 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 2017-18 school year.  
N/A
- c) List the critical policies adopted by the board during the 2017-18 school year.  
6146 - Promotion and Retention Policy

### 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						
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	Board President	<a href="mailto:scolson@cresthavenacademy.org">scolson@cresthavenacademy.org</a>	11/25/15	9/03/17
Marcy Bostwick	5/27/15	6/2018	Trustee	<a href="mailto:mbostwick@cresthavenacademy.org">mbostwick@cresthavenacademy.org</a>	4/20/16	7/25/17
Rashleigh Bruce	5/27/15	6/2020	Trustee	<a href="mailto:rbruce@cresthavenacademy.org">rbruce@cresthavenacademy.org</a>	5/11/16	6/19/17
Sandra Harrison	5/27/15	6/2019	Vice President	<a href="mailto:sharrison@cresthavenacademy.org">sharrison@cresthavenacademy.org</a>	5/4/16	12/31/17
Steve Hockaday	7/22/15	6/2020	Trustee	<a href="mailto:shockaday@cresthavenacademy.org">shockaday@cresthavenacademy.org</a>	1/20/16	2/07/17
Lorna Infanti	5/27/15	6/2018	Trustee	<a href="mailto:lramdayal-infanti@cresthavenacademy.org">lramdayal-infanti@cresthavenacademy.org</a>	12/21/16	3/31/17
Barbara Sellinger	5/27/15	6/2018	Trustee	<a href="mailto:bsellinger@cresthavenacademy.org">bsellinger@cresthavenacademy.org</a>	12/15/15	8/24/17

# 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 2018-19.

Table 14: School Year 2018-19 Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	January 22, 2016
Date the application for school year 2018-19 was due back to the school from parents/guardians	January 19, 2017
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 encourage 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 will continue to do so going forward. The lottery was advertised on the school’s website, advertised in the newspaper, promoted on postcards, 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 2018-19. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

The Cresthaven Academy Charter School bilingual (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 2017-18, we had students from 18 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 2017-18, 88% of our students received free or reduced lunch rates, over 11% of our population received special education and related services, 16% received ELL services, over 75% of our population was latino/a and approximately 24% 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 2018-19.

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

- Cresthaven Academy Charter School - 530 West 7th Street, Plainfield, NJ 07060
- Website: <http://www.cresthavenacademy.org/enroll/apply-now/>
- 15 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 2018-19 were available prior to the enrollment lottery.

- Open Houses at Cresthaven Academy Charter School on 11/16/17, 12/19/17, and 1/13/18.
- Open House at BUF I Preschool at 403 W 7th St, Plainfield, NJ 07060 on 10/25/17
- Open House at BUF II Preschool at 510 Grant Ave, Plainfield, NJ 07060 on 10/26/17
- Open House at HOPES Inc (4 locations in Plainfield) at 7 Watchung Ave, Plainfield, NJ 07060 on 11/29/17

f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-19.

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 2017-18	Number of students retained in 2017-18 for the 2018-19 school year
K	4	2	0
1	1	1	0
2 - 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.

## **Performance Area 5: Compliance**

### **5.1 Compliance**

a) Provide a description of the [Educator Evaluation System](#) the school has implemented.

In 2017-18, the Board of Trustees approved the Kim Marshall Teacher Evaluation Rubrics.

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

<b>Table 16: Appendix File Naming Convention</b>	
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool – N/A
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 – 19 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy – N/A

Each appendix must be submitted as a separate Word or .PDF file to the SharePoint folder “Annual Report 2018.” Save each appendix by the file naming convention provided in the second column of the above table.