



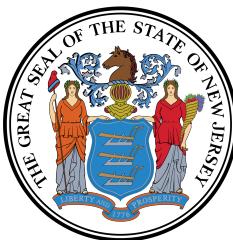
**CRESTHAVEN  
ACADEMY**

CHARTER SCHOOL

## **ANNUAL REPORT FOR 2019-20**

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

Submitted August 1, 2020



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

Department, Office of Charter and Renaissance Schools  
Annual Report Template  
Updated June 2020

## **Introduction:**

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

## **Annual Report Submission Guidelines:**

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

## **Annual Report Questions:**

**Table 1: Basic Information About the School**

CRESTHAVEN ACADEMY CHARTER SCHOOL	
Grade level(s) to be served in 2020-2021	K-4
2019-2020 enrollment (as of June 30, 2020)	304
Projected enrollment for 2020-2021	390
Current waiting list for 2020-2021	263
Website address	<a href="http://www.cresthavenacademy.org/">http://www.cresthavenacademy.org/</a>
Name of board president	Sandra D. Harrison
Board president email address	<a href="mailto:sharrison@cresthavenacademy.org">sharrison@cresthavenacademy.org</a>
Board president phone number	908-756-1234
Name of school leader	Monica Villafuerte
School leader email address	<a href="mailto:mvillafuerte@cresthavenacademy.org">mvillafuerte@cresthavenacademy.org</a>

School leader phone number	908-756-1234
Name of School Business Administrator (SBA)	Meghan Pipchick
SBA email address	mpipchick@cresthavenacademy.org
SBA phone number	908-756-1234

**Table 2: School Site Information**

School Site Information	
Site name	Cresthaven Academy Charter School
Year site opened	2016
Grade level(s) served at this site in 2019-2020	K-3
Grade level(s) to be served at this site in 2020-2021	K-4
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

Education Program and Capacity - The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program, and Capacity.

#### 1.1 Mission and Key Design Elements

a) 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) Key Design Elements** - At CACS, we believe in a comprehensive view and approach to addressing students' needs through the shared responsibility of students, families, the school, and local Plainfield communities. Our four key design elements are defined in summary as follows:

1. **Focus on the Whole Child** — All aspects of a student's growth and progress are considered and addressed, including academics, social-emotional learning, and physical and mental well being.
2. **Joyful School Culture Built on High Expectations** — We have established and maintained a clean and attractive facility to create a safe, nurturing, and joyful school environment.
3. **Comprehensive Student Supports** — We have a robust special education team and program to support the needs of our scholars with 12 inclusion classrooms, a pull-out program, and a resource replacement program. 25 teachers are trained in Sheltered English Instruction (SEI) to support our English language learners (ELLs) and dual language learners (DLLs), in addition to our English as a Second Language (ESL) program. Additionally, during remote learning, we collaborated with staff and families to close the digital divide while ensuring rigorous, ongoing academic instruction.
4. **Critical Partners** — We believe parents and guardians are our first partners and we work closely with them to provide opportunities to volunteer and participate in school activities. We also partner with Cresthaven Academy Foundation to offer in-house after school enrichment programming to our families, as well as various supports to serve the needs of our students and families. We are fortunate to have other community partners, such as local churches and food banks to provide additional support to families as needed.

CACS delivers a robust learning environment designed around the key elements outlined above. To date, the school has implemented several programs and practices in alignment with our four referenced pillars, including:

#### **Focus on the Whole Child - Academic**

- **Co-Teaching Model.** CACS has implemented a co-teaching model beginning in the school's first year, placing two instructors in each classroom. From the school's inception, 100% of classrooms have been supported by two fully certified teachers. A 13:1 student-teacher ratio enables us to monitor academic growth and allows teachers to facilitate small group instruction and keep guided reading groups small (4-6 students).
- **Multi-faceted ELA Program.** CACS has implemented a robust ELA program built on the balanced literacy framework. Students participate in daily literacy periods in which they experience rich, complex children's literature and learn to express and exchange ideas through reading, writing, speaking, and listening. Our program has been informed by the work of Lucy Calkins, specifically *Units of Study, Reading and Writing Workshop, Tools of the Mind* in Kindergarten, and the Wilson *Fundations* program focused on phonological/phonemic awareness.
- **Developmentally Appropriate Practice (DAP)** is an approach to teaching, grounded in research on how young children develop and learn (*National Association for the Education of Young Children*, 2009). DAP is employed consistently throughout CACS's academic programming and aligns with our focus on the whole child. By having a DAP aligned curriculum and practices, we are able to utilize the understanding of how each child learns and develops coupled with age-appropriate strategies for each individual student. We consider the cultural aspects of each child's family circumstances and home environment in order to appropriately and effectively support every learner's social and emotional needs. By operating based on an inclusion model, along with DAP classrooms, we support all of our scholars in achieving the highest degree of academic, social-emotional, and behavioral success.
- **Looping.** Research has shown that looping (the practice of having teachers follow their students to the next grade) enhances learning by enabling teachers and students to become deeply invested in

long-term relationships. Typically, looping allows teachers to develop and leverage in-depth knowledge of students over the course of multiple years by building upon established relationships over time. Each CACS educator becomes intensely familiar with their students' learning styles, personalities, and academic progress, while also developing meaningful relationships with parents and guardians. This allows teachers to develop a broad understanding of the whole child and provide the necessary support when making decisions on how to differentiate instruction. CACS implements a variation of the looping approach. Although teachers do not move up to the next grade in the traditional style of looping, we instead strategically blend students across classrooms to optimize the distribution of student characteristics. This practice gives teachers a mix of new and familiar students. As we have been growing an additional grade each year, our scholars benefit from an added advantage of transitioning grade levels alongside effective, veteran teachers with more experience to support the new curriculum.

- **Remote Learning/Academic:** During remote learning, CACS maintained a high level of academic rigor. Teachers met virtually with the Director of Curriculum and Instruction (DCI) to determine how to best adapt the remainder of the curricula into remote learning, without sacrificing key skills and standards. Teachers created asynchronous videos that translated the type of lessons that would be seen in a brick-and-mortar classroom into a virtual environment. Daily assessments checked for student understanding after each video-lesson. These formative and summative assessments included paper assignments that parents/guardians sent in a picture of or online assessments pushed out through Google Forms, Google Slides, Google Docs, ReadWorks, EpicBooks, and/or Reading A-Z. Teachers held synchronous 1:1 and small-group Google Meet sessions to target the challenges that the data presented. Several opportunities for project-based learning in SEL, science, and social studies were also assigned to allow students off-line time to engage with and learn new and engaging material.

#### **Focus on the Whole Child - Social-Emotional and Character Enrichment**

- **CACS Mental Health Team.** CACS has employed a strong mental health team, comprising a full-time School Psychologist, School Nurse, and Health and Physical Education teacher, since the school's first year. CACS also hired a full-time School Social Worker in January 2020. The team works together to support our scholars to achieve academic excellence, physical wellness, and emotional health. The School Psychologist, School Social Worker, and Leadership Team collaborate to integrate wrap-around services that aid families and scholars both in school and in accessing outside resources.
- **Cloud9World Social Emotional Learning Curriculum.** Prior to remote instruction, our School Psychologist and School Social Worker taught our social-emotional curriculum, **Cloud9World**, to scholars in grades K-2. Cloud9World is a unique social-emotional learning program that integrates literacy as the vehicle for teaching character strengths by instilling a deep concern for the well-being of others. The program encompasses 30 character traits, with ten different traits for grades K-2. Every month focuses on a new character trait and introduces a corresponding book. Each book invites scholars to think through challenges with proactive solutions, view cause and effect patterns, and build self-confidence as they utilize strategies introduced in the classroom.
- **RULER - Yale Center for Emotional Intelligence.** Our team has also been trained in the Yale **RULER** program, an approach to creating a positive learning climate and developing emotional skills of all adults and students within the school. It is a mindset and a language with which everyone in the school community can talk about their emotions to build greater emotional intelligence (EI).
- **The People Project.** Born out of the belief that everyone needs at least one person they feel connected to, the school's social-emotional learning team facilitates **The People Project**. Each fall, we conduct an internal audit of staff-scholar relationships to identify children that may not yet feel connected to a teacher or non-instructional team member. In response, those scholars are internally assigned a "person" who intentionally invests time and energy into building a relationship with them to further integrate each scholar within the school community. Additionally, the School Psychologist works

closely with classroom teachers to support children who may exhibit a difficult time identifying others they would like to play with. With parent permission, scholars may be organized into small groups, facilitated by the School Psychologist, and designed to help strengthen peer-to-peer relationships.

- **Remote Learning/SEL:** At CACS, social-emotional learning (SEL) remained a critical part of our remote learning program. Every week virtual newsletters were sent out to families, detailing important information for the week. Included in these newsletters were community resources, wellness tips, and various SEL activities families could complete with their scholar. Additionally, teachers held synchronous Google Meet social sessions to encourage peer-interaction throughout remote learning. Teachers continually promoted the well-being of scholars by creating interactive Bitmoji classrooms that included virtual field trips, games, movement activities, and read-alouds that related to SEL.

#### **Focus on the Whole Child - *Health and Wellness Initiatives***

- Core to the CACS mission to address student development, the school ensures that scholars complete a physical education, health, and wellness curriculum. Prior to remote instruction, this approach included 45 minutes of physical education taught two times per week by our full-time Health and Physical Education teacher. Scholars also enjoyed a half-hour lunch and a half-hour block for recess daily. During remote instruction, the Health and Physical Education teacher provided daily movement activities, through Google Classroom, tailored to scholars' grade levels.
- **Medical and Psychological Support.** By employing a full-time Nurse, School Social Worker, and School Psychologist, CACS is able to integrate medical and mental health support collaboratively with teachers and school leaders. 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 fourth 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. GHGP also collects and distributes these products to our scholars' older sisters and mothers, as needed.
- **Remote Learning/Psychological Support.** During remote instruction, the School Social Worker and School Psychologist continued providing individual counseling for scholars who received both mandated and non-mandated counseling. Both the School Social Worker and School Psychologist would routinely check-in on families who indicated needing additional support. The Nurse maintained open communication with families who were in need of medical support or resources.
- **Breakfast & Lunch Distribution During Remote Instruction.** Families had the option to obtain prepackaged breakfast and lunches twice a week in a "Grab and Go" style with all required components. On pick up days, families were given multiple days of breakfast and hot lunch packages to feed them for an entire week. The Operations team distributed 40,736 meals, which included food being delivered to families. Additionally, meals were also provided to families through long weekends and Spring Break. In the summer, we applied for the Seamless Summer Option (SSO) through SNEARS to continue providing prepackaged meals to families. The Operations team distributes 200 meals daily to members of our community that are 18 and younger, including our scholars. We will continue to serve summer food until school resumes.

#### **Joyful School Culture Built on High Expectations**

- In 2016, the foundation of our school culture was built by securing and renovating a clean, safe, and appealing facility that now includes 12 spacious classrooms with SMART boards, a gymnasium, and an outdoor courtyard. It is formed on the combination of high expectations—meaning a rigorous academic program and high standards for student behavior—and our school's joyful culture—manifested in everything from the school's fun rituals and routines to the staff's warm communication with students

and families. Together, these components create the “special sauce” behind the excellence of our program.

- All systems and routines have been designed to ensure that we are maintaining a joyful school culture based on high expectations for scholars. Schoolwide systems provide scholars with predictable, consistent routines from the start to the end of the school day. These routines communicate the message that all elements of the school day provide an opportunity for learning and that we maintain high expectations for behavior consistently throughout our daily schedule. All staff members are trained on schoolwide systems and routines and are prepared to steadily uphold expectations throughout the school day.
- Prior to remote instruction, during morning threshold, scholars were given a choice to pick between a hug, handshake, fist bump, or wave as they entered the building. Mornings began with a whole-school or class-based meeting, building a strong sense of community to set children up for success both socially and academically.
- Prior to remote instruction, during lunch, scholars were encouraged to interact with their peers, use table manners, and respect the physical space, in an effort to develop critical social skills outside of a structured classroom environment.
- Prior to remote instruction, recess included a variety of fine-motor and gross-motor activities, planned to not only develop prosocial behaviors but also to promote physical development and wellness. Recess ended with quiet time to allow scholars a chance to refocus and recharge for an afternoon of learning. During remote instruction, scholars participated in social Google Meet sessions with their teachers and peers which included various social-emotional as well as movement activities.
- Prior to remote instruction, at the end of the school day, staff members would assist scholars in their transition to after-school programming or home, developing rapport with families and community partners.
- Scholar behavior during breakfast, lunch, arrival, and dismissal showcases the high level of expectations that our team and scholars are held to at CACS.

### **Comprehensive Student Supports**

- **Inclusion Model.** In 2018-19, CACS included both a general education and a special education teacher in 8 of 9 classrooms, and in 2019-20, 12 of 12 classrooms are managed by both special education and general education teachers. This model enables our educators to drive academic results for our scholars with disabilities (SWDs) alongside their general education peers. The presence of a certified special education teacher in 100% of classrooms gives our program exceptional capacity to meet the individualized needs of students regardless of whether they are classified or not. Students in the Referral Process also benefit from classroom strategies developed and implemented to support SWDs. During remote learning, special education teachers provided daily instructional phone/video calls to provide individualized academic support. Related services, including Speech and Language Therapy as well as Occupational Therapy, was also provided weekly through individualized instructional videos on the Google Classroom platform.
- **Sheltered English Instruction (SEI) and ESL Support.** In 2018-19, 2 of 9 classrooms had both a general education and ESL teacher providing a full-day ESL program in grades K-1. In 2019-20, 25 teachers are trained in SEI, and 3 have been trained by NJDOE through their Train-the-Trainers program. Additionally, teachers attend in-house SEI professional development sessions and WIDA training to meet the needs of our Dual Language Learners (DLLs) and English Language Learners (ELLs).
- **English as a Second Language (ESL) Push-In and Pull-Out Program.** In 2018-19, nine percent of CACS students qualified for and received ESL services. This number reflected a reduction from

previous years (23% and 20% in 2016-17 and 2017-18, respectively) as we successfully exited a number of students from the program. We determine placement in these programs based upon English language proficiency derived from the summer Kindergarten W-APT screening and/or spring ACCESS assessments. Additionally, students were actively assessed throughout the year using interim assessments, STEP, and the spring WIDA - ACCESS for ELLs 2.0. In specific cases, and where deemed necessary, scholars have taken 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. Prior to remote learning, scholars' ESL instruction (in class vs. pull out or both) was determined by proficiency levels as well as individual needs (i.e. SWD). Changes to the schedule were made as scholars' needs indicated. During remote learning, teachers continued to use scaffolding determined by language proficiency needs and/or other needs (SWD/ELL) for assignments and Google Meet instruction. Additionally, the English as a Second Language Coordinator provided daily instructional phone/video calls to provide individualized academic support to ELLs.

- **Remote Learning/Technology Access.** During remote learning, each student was given access to Google Classroom for daily instructional videos and assignments aligned to the curricula. Teachers provided asynchronous and synchronous opportunities for learning across all subjects. Each K-1 student received a remote learning packet that aligned with and supported Google Classroom instruction. Assignments for students in grades 2-3 were fully online and supported by Google Classroom. Instruction aligned to standards and was differentiated for all learners. By surveying families and determining their needs, we distributed 30 hotspot devices/tablets, 20 Kindle fires tablets, 18 Playaway Launchpads, and 100+ Chromebooks to attempt to close the digital divide for our scholars. We worked with families to distribute additional technology as needed. As of May 2020, 100% of 3rd-grade students, 100% 2nd-grade students, 100% of 1st-grade students, and 100% of kindergarten students had access to WiFi and a Chromebook/Tablet (personal or school-issued). Every family of a scholar in grades K-3 gave permission for their child to use GSuite for Education. 100% of families of students with disabilities gave permission to use Google Meet as well for 1:1 support from teachers and staff.
- **Bilingual Capacity throughout the School.** To support our ELL scholars and their families, in 2019-20 we employed one full-time ESL teacher and five Spanish-speaking certified teachers. Four members of the leadership and support team are also bilingual (English/Spanish). Additionally, multiple members of the CACS family are bilingual, including the Office Manager, Campus Aide, Operations Assistant and staff members of Cresthaven Academy Foundation (CAF). CACS continues to consider this as an essential criterion in recruitment and hiring as we aim to meet and exceed the diverse needs displayed by our Plainfield scholars.
- **Summer Academy.** CACS offered a remote summer program focused on providing additional instruction to scholars who are entitled to Extended School Year services as well as to scholars who required additional academic support. During the summer of 2019-20, 52 scholars signed up for virtual Summer Academy. Asynchronous videos for related services were also provided as an additional support for scholars who receive Speech and Language Services and/or Occupational Therapy services. The four-week program was offered three days a week from 9:00-11:00 AM. During this time, scholars were required to complete asynchronous instructional videos and assignments. Scholars also received daily Google Meet calls to provide 1:1 and/or small group synchronous instruction, in addition to the asynchronous videos and assignments. The CACS summer curriculum focused on remedial literacy and math instruction.
- **After-School Program.** Ample research suggests that participation in a high-quality, after-school program offers a multitude of benefits for students in all aspects of their school experience. In response to such research, and in keeping with our mission to develop the whole child, CACS offers an in-house, after-school enrichment program that is designed to help equip each scholar with tools critical to

success both in and out of the classroom. Prior to remote instruction, our 2019-20 program included homework help, music, art education, martial arts, soccer, swim, and yoga, as well as team-building, social development, and community service projects. After-school programming was available from 3:45-6:00 PM on Monday, Tuesday, Thursday, and Friday, as well as from 1:45-5:00 PM each Wednesday, to allocate the necessary time for the school's Teacher Training Days. 162 scholars were enrolled in the after-school program prior to remote learning. 10.5% of those scholars received full or partial scholarships from CAF to offset the \$100 per month cost to families. There are currently 111 returning families who have completed re-enrollment forms to reserve a seat for the 2020-21 After School Program, if/when we resume our on-site program safely.

### **Critical Partnerships**

- **Family Involvement in School Life.** Academic achievement is enhanced when our scholars and families are safe, healthy, and engaged. To this end, we involve 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 annual parent-teacher conferences (PTCs). During remote instruction, PTCs were held virtually with 100% attendance. Parents of our SWDs are also invited to attend all Special Education Parent Advisory Group (SEPAG) meetings. For the past three years and with early indicators that similar results will continue through the 2019-20 academic year, CACS has maintained 100% parent-teacher participation in all hosted conferences, this includes the virtual conference calls held during the move to remote learning. Additionally, during remote learning, we maintained a communication log to keep track of daily communication to families. Teachers utilized Google Voice and the Remind App, which provided free translation to any language, to provide ongoing support to families during remote learning.
- **Community Partners.** CACS works closely with organizations located in and around Plainfield. Further details are outlined in **section 2.2** of this application.
- **Home Visits.** CACS dedicates resources to focus significant effort into knowing each family well in order to understand and best serve the whole child. Our approach begins with a home visit around the time of enrollment, where school staff is afforded the valuable opportunity to meet families within the context of their homes. In conjunction with CAF, the school provides food, meals, clothing, and other resources to families in crisis. In 2018-19, 13 scholars received care packages of nonperishable food weekly from September-June. This program has continued in 2019-20, serving up to 20 families each week. Additionally, CAF provides full and partial scholarships to families who would not otherwise be able to afford the after school enrichment program, including 17 families this year.

c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below.

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.

Goal 1: Achievement	By June 2020, 35% of scholars will be on or above grade level in STEP.
Measure	Use STEP data at year-end to evaluate student performance

Target	At least 35% of students achieve on or above grade level which is 8 percentage points higher than June 2019
Actual Outcome	N/A due to COVID-19

Goal 2: Student Growth	By June 2020, at least 50% of students will make 3 or more STEPs of growth.
Measure	Use STEP data at year-end to evaluate student growth
Target	At least 50% of students make 3 or more STEPs of growth
Actual Outcome	N/A due to COVID-19

Goal 3: Achievement	By June 2020, at least 50% of students will achieve at or above grade level in the final writing assessment.
Measure	Use On-Demand Performance Based Writing Assessments to evaluate student achievement
Target	At least 50% of students will achieve at or above grade level based on the rubric
Actual Outcome	N/A due to COVID-19

Goal 4: Achievement	In June 2020, 70% of students will achieve at or above grade level in the final Math Interim Assessments (IAs).
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	N/A due to COVID-19

## 1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. [Appendix A](#)

## 1.3 Instruction

- a) What constitutes high-quality instruction at this school?

CACS has built a strong foundation on the belief that all children, regardless of race or economic status, can succeed when given equal access to a high-quality education. 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, 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. During remote instruction, teachers continually engaged in various webinars to increase their knowledge of instructional technology and high-quality practices.

In only four 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. Prior to remote learning, we obtained Math and Literacy data, and met during data days to discuss areas of strength and improvement for scholars, encouraging teachers to determine instructional implications to inform instruction.

During remote learning, data was collected through Google Classroom to maintain our high-quality instruction. Weekly data emails would update teachers on scholar completion and accuracy of work (see example data table below). In virtual Professional Learning Communities (PLCs), teachers would discuss weekly data to decide next steps on how to improve completion rates alongside accuracy scores to improve not only participation, but also overall academic achievement.

GOOGLE CLASSROOM DATA (Remote Learning Accuracy/Completion Rates)			
5.21.20	0-59%	60-79%	80-100%
Kindergarten	9.21%	5.26%	85.53%
1st Grade	6.58%	2.63%	90.79%
2nd Grade	6.49%	27.27%	66.23%
3rd Grade	7.79%	35%	54.56%

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**

Since 2018-19, PLCs across grades provided staff with opportunities to collaborate on how to reach the instructional needs of low, average, and high achieving scholars. Teachers continually 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.

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

CACS has chosen and developed curriculum approaches and materials that offer strong alignment to state standards, rich opportunities for differentiation, and support for higher-order skills and critical thinking. By carefully sequencing our curriculum and identifying formative, interim, and summative assessments throughout the year, we have ensured a steady flow of student performance data that can both inform curriculum development and drive instruction. The process and rationale for selecting, developing, reviewing, and revising our curriculum begins with a thorough review of policies and our strong commitment to compliance with the New Jersey Student Learning Standards (NJSLS). This comprehensive process is designed to attain positive outcomes for each of our scholars. CACS curriculum development is overseen by the Executive Director/Principal. The DCI works alongside the Executive Director/Principal to select and develop curricula that are aligned to the school's philosophy and state standards. Grade Team Leaders (GTLs) in K-3, who consist of both general education teachers and teachers of SWDs, further bolster the curriculum.

CACS curriculum development process and communication with Executive Director/Principal and DCI by serving as a point person for teachers in their respective grades. GTLs facilitate content meetings, ensuring consistency and serving as a liaison between administration and teachers within each grade level. Teachers are assigned to develop lessons for specific content areas, sharing out, and communicating these plans with their grade-level teams. The robust instructional team assembled at CACS, as described above, select research-based curricula that are aligned to our educational philosophy and NJSLS.

This work is supported by professional development and the school schedule/calendar that budgets time and resources to planning and curriculum/assessment development. On an ongoing basis, the Executive Director/Principal and the DCI are tasked with revising and evaluating the curriculum based on their review of teacher input and student data. We gather teacher feedback on the curriculum throughout the school year to determine if curricular adjustments are necessary. In addition, data is disaggregated by subgroups (schoolwide, grade level, gender, racial/ethnic groups, and special populations) to analyze whether any supplemental adjustments are needed. CACS builds in dedicated time throughout each academic year, including during Summer Institute, professional development days, and common planning time, to fully analyze assessment results, identify trends and areas for development, and determine actionable next steps.

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

CACS believes in leveraging the best instructional practices to guide instruction in the classroom. In 2019-20, all instructional and support staff were trained in SEI through SRI & ETTC Stockton University. This opportunity enabled additional CACS teachers to become SEI trained and to bring this expanded skill set into the classroom and through remote learning. Prior to remote learning, we implemented Staff Training Days on Wednesdays by dismissing scholars at 1:45. This opportunity provided 2.5 hours of weekly professional development which targeted instruction, assessment, and data analysis. During remote learning, staff engaged in various weekly webinars on instructional practices, assessment, anti-bias curriculum, technology, social-emotional learning, and health/wellness protocols. Additionally, the DCI held several virtual sessions training staff in how to use instructional technology, increase digital engagement, utilize the curricula virtually, and how to maintain the mission and vision of our school during remote learning.

At CACS, we not only maintain a focus on literacy instruction, but we prioritize learning in all core subjects. In math, specifically, teachers received remote Singapore Math training provided by Room2Discover. Teachers participated in webinars on anti-bias curriculum through Teaching Tolerance and were asked to apply their new learning when reviewing the 2020-21 curricula with the DCI. Teachers took advantage of the numerous webinars offered by RULER, Units of Study, Edutopia, TNTP, NJDOE, Solution Tree, Heinemann, STEMscopes, National Center for Special Education in Charter Schools, and more. Teachers and staff individually selected webinars to participate in weekly to target their unique professional goals and development. Teachers and staff submitted certificates of completion and turnkeyed critical information in their weekly check-ins and meetings.

The school utilizes a co-teaching model to ensure that we are able to provide an inclusion program for our students with disabilities in the 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, we continued 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. During remote instruction, special education services were provided through daily phone calls / google meets to address each SWDs individualized needs.

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 had 12 out of 12 inclusion classrooms, a Resource Replacement Program, and a Pull-Out Program. 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 2019-20 and look forward to NJSLA, 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, will continue to have 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.

c) Describe how the school adapted to the delivery of remote instruction? What areas of strength and areas of opportunity were identified?

During remote instruction, teachers provided daily asynchronous and weekly synchronous instruction in Math, Literacy, Science, Social Studies, SEL, and Phonics via Google Classroom utilizing the apps under GSuite for Education. Students turned in assignments remotely on Google Classroom. When applicable, parents/students sent back voice recordings, pictures, and/or videos of student work through Google Classroom or the Remind app. Google Meet, under GSuite for Education, was used as an additional platform for instructional support. Students received weekly to daily phone or video conference calls by their teachers to provide academic, social, and/or emotional support. All online and paperwork, which was submitted through pictures or through a school drop-box, were checked for accuracy and/or completion, depending on the task assigned. Each K-1 student received a monthly differentiated remote learning paper packet which aligned with and supported Google Classroom instruction. Assignments for students in grades 2-3 were fully online and supported by Google Classroom. Instruction was aligned to standards, and was dependent on each student's instructional level/grade.

### **Areas of Strength**

- 100% of scholars had access to technology;
- 100% of parents/guardians attended PTCs during remote instruction;
- SWDs continued to receive all related services based on their Individualized Education Programs (IEPs);

- Distribution of meals took place every week during remote instruction and continued throughout the summer. Typically, 300 breakfasts and 300 lunches were distributed for each day with a total of 3000 meals served each week;
- All students received weekly-daily video/phone calls to provide social, academic, and/or emotional support; and
- SWDs and ELLs received daily video/phone calls to provide additional academic support.

### **Areas of Opportunity**

- Provide more synchronous learning opportunities for scholars to provide 1:1 and small group targeted instruction;
- Streamline a process for collection of completed student work, allowing parents/families to indicate if they would like to drop-off work safely or send pictures of work to teachers;
- Provide separate grade-level designated Google Classrooms for Physical Education and Music for easier monitoring of participation and assessment of learning in co-curriculars; and
- Continue to plan for more structured and differentiated social-emotional activities that account for and address the changing needs of our families and scholars.

### **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 statewide assessments administered by the school.

**Table 4: Proficiency Rates on NJSLA assessments**

Assessment	2017-2018	2018-2019	2019-20
ELA 3	Grade K-1 Only	Grade K-2 Only	Grade K-3 COVID-19
MAT 3	Grade K-1 Only	Grade K-2 Only	Grade K-3 COVID-19

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.

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. In 2019-20, we expanded to 3rd grade, however state-wide student assessments were canceled due to COVID-19. Students were not required to take NJSLAs, ACCESS for ELLs, and the Dynamic Learning Maps (DLM) assessments according to direction from the NJ DOE.

c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2019-2020 year.

	Kindergarten	Grade 1	Grade 2	Grade 3
<b>Literacy</b>	Diagnostic assessment before the start of school for all new students			
	<p style="text-align: center;"><b>STEP Assessments (3 times a year)</b></p> <p>STEP from UChicago Impact is a K-5 assessment and data management tool that provides reliable formative literacy data for teachers and school leaders to use to customize instruction for scholars. Examples of components assessed include phonics, phonemic awareness, concepts about print, reading accuracy, fluency, rate, retell, oral comprehension, silent comprehension, written comprehension, and developmental spelling.</p>			
	<p style="text-align: center;"><b>High-Frequency Word Assessments (4 times a year)</b></p> <p>Formative assessment used to record scholars' growth in automatic word recognition.</p>			
	<p style="text-align: center;"><b>On-Demand Writing Assessments for Narrative, Opinion, and Informational Writing</b></p> <p>Formative performance-based assessment used to monitor scholars' growth in writing structure, development, and language conventions.</p>			
<b>Math</b>	<p><b>Unit tied performance-based assessments</b></p> <p>Formative performance-based assessments used to capture data on scholars' shape and number recognition as well as math facts to 5.</p>	<p style="text-align: center;"><b>Quarterly performance-based assessments</b></p> <p>Formative performance-based assessments used to capture data on scholars' math fact fluency, number recognition, and subitizing.</p>		
	<p style="text-align: center;"><b>In-house Interim Assessments (4 times per year)</b></p> <p>Provides reliable math data for teachers and school leaders to use to assess learning and reteach objectives as necessary.</p>			
<b>Science</b>		<p style="text-align: center;"><b>Unit Assessments</b></p> <p>3-4 assessments throughout each unit to determine scholars' understanding of science content.</p>		
<b>English as a Second Language</b>	<p>WIDA - APT (September &amp; June)</p> <p>Used as a screener as one of multiple measures, administered when scholars are identified using New Jersey's 2019 initial identification 3-Step process to</p>	<p>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</p> <p>WIDA - ACCESS 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. Required for students designated as ELLs yearly.</p>		

	determine ESL program eligibility	
<b>Special Education</b>	CACS systematically tracks the completion of goals and objectives defined in all scholar IEPs including reading, writing, mathematics, and any related service being provided (i.e., speech and language therapy, occupational therapy, and/or counseling). Data is collected throughout the year and delivers insights into the effectiveness of our special education interventions, both in terms of individual students and collectively across and within grades.	
<b>NJSLA ELA and Math</b>		Measures the extent to which students are college or career ready in Math and ELA. <i>*Cancelled due to COVID-19</i>

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 (3 times per year, plus a base-line for Kindergarten)	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 (Typically 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.

e) Describe how the school has adapted or modified assessments during home instruction.

The school adapted and modified assessments by monitoring learning through various online platforms in Math and Literacy:

- Graded Google Forms;
- Individually assigned questions on Google Docs or Google Slides;
- Long-term writing projects via Google Docs;
- Pictures of physical student work;
- Videos or voice recordings of specific skills;
- ReadWorks, EpicBooks, Reading A-Z; or
- I-Station.

Data collected from these assessments were used to inform a modified standards-based final report card.

f) Describe how the school has measured progress toward successful implementation of the requisite school preparedness plan.

CACS measured the progress toward successful implementation of the requisite school preparedness plan through:

- Communication tracker which listed calls to families, technology access, and relevant information;
- Google Classroom weekly data collection on completion and accuracy;
- Remote learning packet tracker;
- 100% parent-teacher conference completion;
- Tracked how many families received various types of technology;
- Tracked completion of related service activities through Google Classroom; and
- Tracked how many meals were distributed weekly.

## **1.5 Organizational Capacity - School Leadership/Administration**

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

**Table 5: School Leadership/ Administration Information**

Administrator Name	Title	Start Date	Annual Salary
Monica Villafuerte	Executive Director/Principal	7/22/16	\$137,917 (Full-Time)
Meghan Pipchick	School Business Administrator	7/22/16	\$78,000 (Part-Time)

## **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 the learning environment at the school.

**Table 6: School Culture and Climate Learning Environment**

Total Attendance Rate: Use the total number of days present divided by the total # of days enrolled	96.7%
Elementary School Attendance Rate (grades K-3)	96.7%
Student-Teacher Ratio	13:1

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

**Table 7: School Culture and Climate Professional Development**

Teacher Retention Rate (from SY 2018-2019 to 2019-2020)	90.4% teacher retention rate
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	89.6% staff retention rate
Frequency of teacher surveys and date of last survey conducted	2 times a year - 6/10/20
Percent of teachers who submitted survey responses	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	97%

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

The following questions scored the highest on our staff survey:

- PARENT AND COMMUNITY ENGAGEMENT: My school provided technology and/or technical assistance during remote learning. Students received the technology needed to continue learning. Staff, students, and parents received technical support throughout the entire remote learning period.
- HIRING PROCESS: I enjoyed visiting the school as part of the hiring process. Meeting the staff and students, showcased the school's culture.
- HIRING PROCESS: During my visit, I spoke with current teachers. This provided insight into the school's high standards and joyful environment.

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

The following questions scored the lowest on our staff survey:

- LEADERSHIP OPPORTUNITIES: A leader at the school identified opportunities for me to pursue leadership roles. CACS believes in developing and providing formal and informal leadership opportunities for all staff. During Summer Institute 2020-21, every returning staff member will participate in leading an activity or professional development session. Staff were selected to lead

activities and sessions based on their unique strengths, experience, and/or expertise.

- LEADERSHIP OPPORTUNITIES: A leader at the school informed me that I am high performing. CACS will continue to formally evaluate teachers three times a year and provide informal feedback regularly to help teachers work towards achieving Highly Effective ratings across the Kim Marshall Evaluation Rubric.
- INSTRUCTIONAL PLANNING: A leader at my school regularly helps me to improve my lesson plans. CACS will continue to empower grade teams leaders to review and reflect on their team's lesson plans during weekly professional learning communities (PLCs). A member of the leadership team will also attend PLCs more regularly, before the start of new units, so that teachers feel comfortable setting goals, planning, and assessing student growth/progress moving forward.

e) Fill in the requested information below regarding the school's discipline environment in 2019-2020. If there was a noticeable increase or decrease in suspensions and expulsions in 2019-2020 compared to 2018-2019, then please describe the reasons for the change below the table.

**Table 8: Discipline Environment 2019-2020**

Grade Level	# of students enrolled (as of 10/15/19)	# of students receiving an out-of-school suspension (unique count)	# of students expelled
K	78	0	0
1	77	2	0
2	78	0	0
3	78	0	0

## 2.2. Family and Community Engagement

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

**Table 9: Family Involvement and Satisfaction**

# of parents/guardians currently serving on the school's board, out of the total # of board members	0
Frequency of parent/guardian surveys	2 times per year
Date of last parent/guardian survey conducted	7/10/2020
% of parents/guardians completing the survey (consider one survey per household)	88%

% of parents/guardians that expressed satisfaction with the overall school environment	99%
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b) What were the three main positive aspects identified by parents/guardians in the latest survey?

The following questions scored the highest on our parent survey:

- My child feels safe at school. The school provides a clean and safe environment.
- I am proud that my child attends this school. The school provides academic excellence and cares about the overall well being of my child.
- The classroom teachers are friendly. They communicate well, provide resources, and additional support when needed.

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

The following questions scored the lowest on our parent survey:

- My child is assigned too much homework. Classwork packets were assigned to support instruction during the remote learning environment. Due to COVID, the tasks needed additional parental supervision to ensure completion and accuracy. CACS will only assign classwork during remote or hybrid instruction. Homework will be suspended during these models of learning. As we transition back to in-person learning, homework will be reevaluated by the leadership team to ensure it has long term benefits for student learning.
- Teachers at my child's school set high standards for students. Academic excellence is expected and supported. In the 2020-21, CACS plans to implement virtual family nights in math and literacy to educate families on the types of rigorous activities that help support academic success. These events will inform families about what students are doing in school as well as what can be done at home to further support student learning. In 2019-20, these events were initially planned for and then postponed due to the sudden transition to remote learning.
- My child enjoys eating school meals. Breakfast and lunch are provided, however, more variety would be appreciated. CACS will determine the most popular school meals based on meal counts and work with the food vendor to incorporate these into the menu more frequently.

d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2019-2020 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
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
Coffee with Principal (Families)	Parents were invited to school to learn about the Charter Renewal process and receive updates about the school.	Parents
Kindergarten "Graduation" Opportunity	Families were given the opportunity to take socially distanced pictures of their graduates at school. Families were given yard signs, diplomas, and a goodie bag to celebrate the graduation of their scholar.	All parents, students, staff & local community
SEPAG	Parents were invited to come together to discuss CACS' special education programming with the School Psychologist and Special Education Teacher	Parents of students with disabilities & staff

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
Scholastic Book Fair	Parents and guardians signed up to volunteer to decorate and run the Scholastic Book Fair during and after the school-day.
Winter Holiday Celebration	Parents and guardians volunteered to wrap presents to be distributed to scholars for the winter holiday celebration.
Backpack & School Supply Donation from Evangel Church	Parents (who are also Pastors) hosted an annual Backpack Collection, in collaboration with Evangel Church, to provide scholars and siblings (K6) with a free backpack and school supplies before the start of school.
Charter Renewal Interviews	Parents and guardians participated in charter renewal interviews with the NJDOE

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

**Table 10: Community Involvement with Education Institutions**

Partnering Organization	Description of the Partnership	Level of involvement:
UChicago STEP	Research-based formative assessment, data management, and professional development system	All teachers received training by UChicago STEP consultants. There were 3 completed in-person professional development sessions in the 2019-20 school year.
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
RULER — Yale Center for Emotional Intelligence	RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence.	School psychologist, school leader, nurse, and 1 teacher were trained at the Yale Center for Emotional Intelligence. The RULER team trained all staff during Summer Institute.
Cresthaven Academy Foundation	Provided after-school programming, enrichment, and homework help daily for 162 scholars, prior to remote learning. Also offers scholar and family supports as needed.	Extra curricular programming including art, music, swimming, martial arts, and soccer. Homework help supported by classroom teachers. Provides full and partial scholarships to 10.5% of families attending the After School Program.
NJ Child Assault Prevention	Used roleplays and guided group discussion to train 78 kindergarten and first-grade 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 6, 1 hour workshops.
Girls Helping Girls. Period	A 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.

**Table 11: Community Involvement with Community Institutions**

Partnering Organization	Description of the Partnership	Level of involvement
Evangel Church	Provides backpacks, school supplies, Thanksgiving dinners, and holiday gifts to scholars/families	300+ backpacks filled with school supplies; 30 Thanksgiving dinner boxes; 25 students and families sponsored to select holiday gifts for family members
Saint Mary's Roman Catholic Church	Church space and lot is requested as needed.	School parking lot and church space is exchanged as needed
Community Food Bank of New Jersey	Provided non-perishable food items to families identified as "food insecure."	Weekly donations of nonperishable food items to approximately 20 families.
Cresthaven Academy Foundation	Provided fee-based after school enrichment programs and various scholar and family supports.	Provided daily after school enrichment activities for 162 scholars; Offset costs of after school programming for 10.5% of 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 donations; provided Kindergarten "Graduation" opportunity including socially distanced photo opportunities for graduates, diplomas, yard signs, and goodie bags to all K families in lieu of traditional graduation ceremony; distributed meals to families during distance learning and through the summer

b) Briefly describe how the educational and community partnerships established further the school's mission and goals.

Valuable community partnerships further the Cresthaven mission by supporting the Whole Child through enrichment programming, financial scholarships and support, nutrition and wellness via food donations, and academics through the donation of instructional materials and school supplies.

## 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 11: 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 <b>Appendix B</b> )	The BOT used a tool from the NJ Public Charter School Association to complete their self-evaluation in September 2019.
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	The NJSBA Superintendent's Evaluation Tool was used to engage the BOT in the School Leader Evaluation progress on July 29th, 2020. 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 2019-2020 school year.

Section 1.2 was amended to reflect the current mission and vision statements. Section 1.2 reads as follows:

1.2. Mission: Cresthaven Academy Charter School exists to provide a comprehensive education to our scholars that develops the whole child through academic excellence, physical wellness, emotional health, and character enrichment. Vision: Cresthaven Academy Charter 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.

c) List the critical policies adopted by the board during the 2019-2020 school year.

None

d) What were the main strengths of the board identified in the latest board self-evaluation?

The following questions scored the highest on the self-evaluation:

- Board holds true to the mission by focusing on our priorities of student achievement and continuous improvement of scholars.
- Board routinely maintains board priorities focusing on using data to make both financial and student achievement decisions.
- Board of Trustees is a diverse group of professionals with backgrounds in the legal, technology, education, human resources and social work fields.

e) What were the three main challenges identified in the latest board self-evaluation?

The following questions scored the lowest on the self-evaluation:

- Committees are established in accordance with the bylaws and address substantive strategic issues and bring information back to the full board for further discussion and decision-making.
- A succession plan is in place for both board and school leadership.
- Establish annual strategic board-level goals, articulating how the board will add value, that are specific and measurable.

### 3.2 Board Compliance

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

**Table 12: Board of Trustee Information**

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Criminal Background Check	Date of all NJSBA Trainings
Sandra Harrison	7/1/2019	6/30/2022	President	sharrison@cresthavenacademy.org	5/4/16	6/06/19
Marcy Bostwick	7/1/2018	6/30/2021	Trustee	mbostwick@cresthavenacademy.org	4/20/16	7/20/17
Rashleigh Bruce	7/1/2020	6/30/2023	Trustee	rbruce@cresthavenacademy.org	5/11/16	6/19/17
Toni Gamble	7/1/2018	6/30/2021	Trustee	tgamble@cresthavenacademy.org	8/8/18	6/25/19
Steve Hockaday	7/1/2020	6/30/2023	Vice President	shockaday@cresthavenacademy.org	1/20/16	8/29/18
Barbara Sellinger	7/1/2018	6/30/2021	Trustee	besellinger@cresthavenacademy.org	12/15/15	8/24/17
Kimberly Dortsch	7/1/2019	6/30/2022	Trustee	kdortsch@cresthavenacademy.org	07/22/19	3/28/20

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/>

c) Please provide the month and year of the latest board meeting minutes posted on the school’s website

- May 2020

d) Pursuant to N.J.S.A. 18A:36A-15 Complaints to board of trustees, please provide as **Appendix D** the board policy for the establishment of the grievance committee.

## 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 2019-2020.

**Table 13: School Year 2019-2020 Application Process Timeline**

Application Process Timeline	
Date the application for school year 2019-2020 was made available to interested parties	Available year-round except for the day before and day of the lottery.
Date the application for school year 2019-2020 was due back to the school from parents/guardians	1/18/19 Online & 530 West 7th Street, Plainfield, NJ
Date and location of the lottery for seats in school year 2019-2020	1/19/19 530 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, three staff members independently review the applications before the lottery begins and an independent consultant administers the lottery. 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 year, 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 the school year 2019-2020. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

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 2019-20, we had students from over 20 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 2019-20, 84% of our students received free or reduced lunch rates, over 10% of our population received special education and related services, 8% received ELL services, over 79% 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 the school year 2019-2020.

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 2019-20

- 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.

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

e) List all of the ways in which the school advertised that applications for prospective students for the school year 2019-2020 were available prior to the enrollment lottery.

- Cresthaven Academy Charter School - 530 West 7th Street, Plainfield, NJ 07060

- Website: <http://www.cresthavenacademy.org/enroll/apply-now/>
- 20+ Plainfield Preschools
- Open Houses
- Social Media: Facebook & Instagram

f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2019-2020.

**Table 14: Student Enrollment and Attrition**

Grade Level	# of student withdrawals (for any reason) during the school year	# of students enrolled after the first day of school year 2019-2020	# of students retained in 2019-2020 for the 2020-2021 school year
K	1	0	0
1	3	0	0
2	0	0	0
3	1	0	0

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.

## Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

### 5.2 Office of Charter and Renaissance School Compliance

a) 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 15: School Site Facility Information**

Site name	Cresthaven Academy Charter School
Facility lease information	Cresthaven Academy Foundation
Landlord name	Cresthaven Academy Foundation

Lease commencement date	7/1/2018
Lease termination date	6/30/2020
2020-2021 annual lease cost	\$342,718
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2020	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

**Table 16: School Site Facility Information Lease Summary**

Total number of leased facilities	1
Total annual cost of all leases	\$342,718
Total lease amount budgeted for 2020-2021	\$342,718

**Table 17: School Site Facility Information Mortgage/Bond Summary**

Total number of mortgaged facilities	N/A
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2020-2021	N/A
Mortgage payment interest budgeted for 2020-2021	N/A

a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

### 5.3 Other 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

a) 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 F**, provide the board resolution approving the teacher and school leader evaluation systems.

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

**Table 15: Appendix File Naming Convention**

<b>Appendix</b>	<b>File Naming Convention</b>
<a href="#"><u>Appendix A</u></a>	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 Board policy for the establishment of a grievance committee
Appendix E	Appendix E Admissions Application (Language)
Appendix F	Appendix F Board resolution approving the teacher and school leader/principal evaluation systems

Appendix G	Appendix G 2020 – 2021 School Calendar
Appendix H	Appendix H Organizational Chart
Appendix I	Appendix I Promotion/Retention Policy
Appendix J	Appendix J Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2020.” Save each appendix by the file naming convention provided in the second column of the above table.