



**CRESTHAVEN
ACADEMY**
CHARTER SCHOOL

ANNUAL REPORT FOR 2020-21

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

Submitted August 1, 2021



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

Department, Office of Charter and Renaissance Schools
Annual Report Template
Updated June 2021

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.

Submission Process for the 2020-2021 Report: The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2021.” To submit the report, upload it to the subfolder “Annual Report 2021” located inside the folder “Annual Report” on the charter school’s Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [at the end of the document](#) and then uploaded to the “Annual Report 2021” subfolder on the charter school’s Homeroom site.

Additional Submission Requirements: A copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school’s district(s) of residence no later than 4:15 p.m. on Monday, August 2, 2021. Copies require a cover page, which includes the school’s name and the date of the report. Paper copies are not required to be sent to the executive county superintendent.

Written Comment Period: The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school’s annual report to the commissioner no later than October 1, 2021.

Annual Report Questions:

Basic Information about the School

CRESTHAVEN ACADEMY CHARTER SCHOOL	
Grade level(s) to be served in 2021-2022	K-5
2020-2021 enrollment (as of June 30, 2021)	390
Projected enrollment for 2021-2022	468
Current waiting list for 2021-2022	341
Website address	http://www.cresthavenacademy.org
Name of board president	Sandra D. Harrison

CRESTHAVEN ACADEMY CHARTER SCHOOL	
Board president email address	sharrison@cresthavenacademy.org
Board president phone number	908-756-1234
Name of school leader	Monica Villafuerte
School leader email address	mvillafuerte@cresthavenacademy.org
School leader phone number	908-756-1234
Name of School Business Administrator (SBA)	Meghan Pipchick
SBA email address	mpipchick@cresthavenacademy.org
SBA phone number	908-756-1234

School Site Information:

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

Table 1: School Site

School Site Information	
Site name	Cresthaven Academy - Lower Elementary School
Year site opened	2016
Grade level(s) served at this site in 2020-2021	K-4
Grade level(s) to be served at this site in 2021-2022	K-3
Site street address	530 West 7 th Street
Site city	Plainfield
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

School Site Information	
Site name	Cresthaven Academy – Upper Elementary School
Year site opened	2021

School Site Information	
Grade level(s) served at this site in 2020-2021	N/A
Grade level(s) to be served at this site in 2021-2022	4-5
Site street address	7-9 Watchung Avenue
Site city	Plainfield
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) **Mission** - Cresthaven Academy Charter School (“CACS”) exists to provide a comprehensive education to its scholars that develops the whole child through academic excellence, physical wellness, emotional health, and character enrichment.

b) **Key Design Elements** - CACS takes a comprehensive view and approach to addressing scholars’ needs through the shared responsibility of scholars, families, the school, and local Plainfield communities. The school’s four key design elements are defined in summary as follows:

1. **Focus on the Whole Child** — All aspects of a scholar’s growth and progress are considered and addressed, including academics, social-emotional learning, physical wellness and character enrichment. CACS devotes significant personnel, resources, and time to each component to ensure that scholars can attain the best possible outcomes.
2. **Joyful School Culture Built on High Expectations** — CACS has established and maintained a clean and attractive facility as well as consistent systems and routines designed to create a safe, nurturing, and joyful school environment. High expectations with regard to academic rigor and behavior combined with fun rituals and warm communication with scholars and families define and sustain a joyful culture.
3. **Comprehensive Student Supports** — CACS has a robust special education team and program to support the needs of our scholars with disabilities (SWDs) with 10 inclusion classrooms, a pull-out program offered in multiple grades, and a resource replacement program. Twenty-nine out of thirty-two current teachers and 4 leadership and support staff members are trained in Sheltered English Instruction (SEI) to support English language learners (ELLs) and dual language learners (DLLs), in addition to an English

as a Second Language (ESL) program. Additionally, during the start of remote learning, CACS quickly collaborated with staff and families to shift to a 1:1 model to close the digital divide while ensuring rigorous, ongoing academic instruction for all scholars.

4. **Critical Partners** — CACS believes that parents and guardians are a school's first partners and CACS staff works closely with parents to provide opportunities to volunteer and participate in school activities. CACS also partners with Crethaven Academy Foundation (CAF) to offer in-house after school enrichment programming to CACS families, as well as various supports to serve the needs of students and families. The school is fortunate to have other community partners, such as local churches and food banks, to provide additional support to families as needed.

CACS implements several programs and practices aligned with these four key design elements to deliver a robust learning environment for scholars as described below:

Focus on the Whole Child - Academic

- **Co-Teaching Model** - Since its founding year in 2016, CACS has implemented and strived to maintain a co-teaching model placing two fully certified teachers in every classroom. General education and special education teachers work collaboratively on lesson planning, identifying modifications, and executing accommodations for students with disabilities. Teachers attend professional development programs that are focused on inclusion, co-teaching, and differentiating instruction to meet the needs of all students. A 13:1 student teacher ratio enables close monitoring of student academic growth and allows teachers to facilitate small group instruction and keep guided reading groups small with only 4-6 students.
- **Multi-faceted ELA Program** - CACS implements a balanced literacy program for all grades in which essential skills and knowledge is vertically aligned with state standards across all grades. Implementation of the *Tools of the Mind*, *Units of Study*, *Studies Weekly*, *Fundations*, and *Word Voyage* curricula requires that all literary components are instructed equally, with cross-integration, to ensure proficiency in language, reading, writing, speaking, and listening. The balanced literacy program is intentionally designed to build in complexity starting in Kindergarten and extending through the upper grades.
- **Developmentally Appropriate Practice (DAP)** - Also incorporated in the education model at CACS is DAP, 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 the school's focus on the whole child. Through DAP aligned curriculum and practices, CACS is able to utilize the understanding of how each child learns and develops coupled with age-appropriate strategies for each individual student. CACS considers 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 an inclusion model, along with DAP classrooms, CACS supports all of its 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. CACS utilizes looping by moving veteran teachers into the upper grades as the school grows an additional grade each year. This process ensures a consistency and continuity of instruction and culture in the classrooms. Additionally, scholars benefit from an added advantage of transitioning grade levels alongside effective, seasoned teachers with more experience to support the new curriculum.

- **Remote Learning/Academic** - During remote learning, CACS maintained a high level of academic rigor. The school purchased additional remote materials within and outside of the curriculum to support teachers and scholars in accessing high quality instruction and materials. Teachers were provided with a modified scope and sequence that thoughtfully anticipated learning loss (spiral reviews, longer core units, etc.) and also ensured scholars were instructed to their grade level standards.

During remote instruction, scholars received synchronous instruction from 8AM-12PM in all content areas (reading, writing, math, science, social studies, phonics/vocabulary, and shared reading) Tuesdays through Fridays. From 12:30-3PM, scholars either engaged in small group instruction and/or office hours, as determined by the data. Scholars with disabilities met with their Special Education teacher every day for small groups or 1:1 support in the afternoons. English Language Learners received daily synchronous and asynchronous instruction from their ESL teacher every day through a push-in/pull-out remote model and/or in afternoon small groups. On Mondays (Flex Days), scholars engaged in asynchronous instruction, completing activities in i-Ready, Social Emotional Learning (SEL), and co-curriculars (P.E./Health and Music). Opportunities for additional small group instruction, social groups, and/or special events were also offered on Mondays.

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

- **CACS Mental Health Team** - CACS has employed a strong mental health team, consisting of a full-time School Psychologist, School Social Worker, School Nurse, and Health and Physical Education teacher. The team works together to support the academic excellence, physical wellness, and emotional health of CACS scholars. The School Social Worker and Leadership Team (Executive Director/Principal, School Business Administrator, Director of Operations, Director of Curriculum and Instruction, School Psychologist, and Dean of School Culture) collaborate to integrate wrap-around services that aid families and scholars both in school and in accessing outside resources.
- **Cloud9World Social-Emotional Learning Curriculum** - Central to its mission and vision, SEL is critical to CACS's educational programming. Weekly, the School Psychologist and School Social Worker teach Cloud9World to scholars in grades K-2. Cloud9World is a unique SEL 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** - To ensure SEL continues through upper elementary years, the School Psychologist and School Social Worker have also been trained in the Yale Center for Emotional Intelligence 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. The foundational skills for RULER have already been implemented in K-4, with weekly videos and activities focused on bolstering scholars' social-emotional skills. CACS shares these strategies at SEL-focused parent presentations and will continue to do so in order to foster even greater consistency and support for scholars both at school and at home.

- **Remote Learning/SEL** - CACS continued to prioritize SEL during remote learning. 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 for families to complete with their scholar(s). 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 related to SEL. To further bolster SEL, CACS and CACS Academy Foundation (CAF) worked together to implement twice-monthly social groups for all grades, giving scholars an opportunity to virtually interact and socialize with their grade-level peers, outside of the classroom setting. Additionally, scholars in all grades participated in asynchronous SEL activities every Monday and asynchronous Morning Meetings 3 times a week. The goal of Morning Meeting is to promote a sense of community and to highlight special events going on in the school.

Focus on the Whole Child - Health and Wellness Initiatives

- **Physical Education, Health, and Wellness Program** - Core to the CACS focus on the whole child, the school ensures that all scholars complete a physical education, health, and wellness curriculum. This approach includes a minimum of 45 minutes of physical education taught 2-3 times per week by the Health and Physical Education teacher. CACS has adopted HealthSmart, a comprehensive health education program in which scholars in grades 4 and 5 learn the knowledge and skills necessary to establish life-long healthy choices, behaviors, and habits. Scholars also enjoy a half-hour lunch and a half-hour block for recess daily. During remote instruction, scholars received mandatory P.E. asynchronous work on Mondays and fourth grade scholars received mandatory Health asynchronous work through Google Classroom. On Tuesdays-Fridays the Health and Physical Education teacher pushed out optional movement activities to encourage regular physical activity.
- **Medical and Psychological Support** - The full-time School Psychologist, School Nurse, School Social Worker, and Dean of School Culture works collaboratively with school leaders and teachers to integrate medical and mental health support within the educational model. This team provides wrap-around services that aid families and scholars both in school and in accessing outside resources. The 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, CACS 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 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, and the Leadership Team would step in to provide any resources as needed (food, home visits, etc.) The School Nurse maintained open communication with families who were in need of medical support or resources.
- **Breakfast & Lunch Distribution During Remote Instruction** - Since March 13th, 2020 CACS has distributed over 100,000 meals daily to members of the community 18 years and younger, including its scholars. On pick-up days, families receive enough breakfast and hot lunch packages to feed each child in the household for an entire week. Additionally, meals are provided to families through long weekends and Spring Break.

Last summer and this summer, CACS applied for the Seamless Summer Option (SSO) through SNEARS to continue providing prepackaged meals to families.

- **Covid Care Packages** - During the 2020-21 school year CAF provided “Covid Care Packages” to over 20 families in the school community when someone in the home tested positive for Covid-19. CAF distributed care packages containing items such as cleaning supplies, masks, gloves, children and adult Tylenol/Advil, water, Gatorade, instant soup packets, toilet paper, paper plates, disposable cups, and utensils. Families have expressed how helpful the packages have been, and CAF plans to continue providing them through the summer, as needed.

Joyful School Culture Built on High Expectations

CACS is a welcoming, vibrant, and safe neighborhood school nestled in a residential section of Plainfield, New Jersey. The physical space reflects the joyful culture and high academic standards that scholars and parents have become accustomed to and make them proud to call CACS their school.

In 2016, the foundation of the CACS school culture was built by securing and renovating a clean, secure, and appealing facility that now includes 15 spacious classrooms with SMART boards, a gymnasium, and an outdoor courtyard. It was formed on the combination of 1) a rigorous academic program and high standards for student behavior, 2) joyful rituals and routines, and 3) warm communication between staff and students and families. Together, these components create the “special sauce” behind the excellence of the Cresthaven Academy program.

All systems and routines have been designed to maintain 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 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.

Many established systems and routines that were paused during remote instruction in the 2020-21 school year will resume in the fall of 2021:

- During morning threshold, scholars will be given a choice to pick between an air hug, air fist bump, or wave as they enter the building. Mornings begin with a whole-school or class-based meeting, building a strong sense of community to set children up for success both socially and academically.
- During lunch, scholars will be 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.
- Recess will include 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 will end 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. Additionally, CAF staff facilitated a “lunch bunch” social group for each grade on a biweekly basis.
- At the end of the school day, staff members will 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 the staff and scholars are held to at CACS.

Comprehensive Student Supports

- **Inclusion Model** - CACS employs an inclusion model with 67% of classrooms managed by both special education and general education teachers. This model enables CACS educators to drive academic results for scholars with disabilities alongside their general education peers. The inclusion model provides exceptional capacity to meet the individualized needs of students regardless of whether they are classified or not. Scholars in the referral process also benefit from classroom strategies developed and implemented to support students with disabilities (SWDs). During remote learning, all special education teachers provide daily instructional Google Meet sessions in the afternoon to provide individualized academic support for all SWDs. Related services, including Speech and Language Therapy as well as Occupational Therapy, were also provided weekly through individualized instructional videos on the Google Classroom platform and through live instruction during office hours.
- **Sheltered English Instruction** - Nearly 10% of CACS scholars are classified as English Language Learners (ELLs). The full-time ESL teacher provides push-in services to all ELLs as needed. Additionally, CACS offers a unique support system for ELLs in that 90% of teachers are certified in the 15-hour online course, “Teacher Professional Development in Sheltered English Instruction (SEI)” provided by the NJDOE. The SEI course provides teachers with research-based methods to instruct diverse groups of ELLs in English and classroom content simultaneously. This enables ELLs to stay in their classrooms longer so that they do not miss crucial academic content while acclimating to an English learning environment. CACS also provides pull-out English as a Second Language (ESL) services to scholars who need it based on English proficiency assessments, but the block of time they spend outside the classroom is reduced by half because such a large percentage of teachers are trained in SEI.
- **ESL Push-In and Pull-Out Program** - CACS uses the three-step protocol outlined by the NJ Department of Bilingual Education for identification of ELLs and determines placement in ESL programs based upon English language proficiency derived from the summer Kindergarten W-APT screening, WIDA MODEL, or spring ACCESS assessments, depending on the grade of the scholar. Students will continue to be actively assessed throughout the year using internal assessments and/or standardized tests as indicated by the guidelines. In specific cases, where deemed necessary, scholars may be administered the WIDA MODEL each June or midyear to ensure key school personnel have access to the most current data possible regarding a scholar’s listening, speaking, reading, and writing proficiency, as well as oral language and literacy proficiency levels. The full-time ESL teacher enables the school to deliver a highly inclusive ESL program so that ELLs can learn alongside their non-ELL peers. Additionally, all ELLs are provided with push-in and pull-out services as needed. During remote learning in the 2020-21 school year, ELLs continued to receive daily remote English instruction from the ESL teacher through additional push-in and pull-out synchronous and asynchronous instruction. Interim assessments (UChicago STEP and the WIDA - ACCESS for ELLs 2.0 and where needed the WIDA MODEL) enabled teachers to craft individualized instruction based on the most current data throughout the year.
- **Bilingual Capacity throughout the School** - CACS has extensive bilingual capacity throughout the school to support ELL scholars and their families. The school employs one full-time ESL teacher and five Spanish-speaking certified teachers. The Director of Curriculum and Instruction is also ESL-certified. Twenty-nine teachers are certified in SEI and five 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 CAF. CACS is able to establish and continue this as an essential criterion in recruitment and hiring as it aims to meet and exceed the diverse needs displayed by CACS scholars.

- **Summer Academy** - CACS offers a Summer Academy focused on providing additional instruction to scholars who are entitled to Extended School Year services as well as to scholars who require additional academic support. During Summer '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 during the school year. The four-week program was offered three days a week, and scholars were required to complete asynchronous instructional videos and assignments, aligned to how they were receiving remote instruction at that time. 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. Summer Academy is being offered again virtually to 83 scholars during Summer '21 to address learning loss due to the Covid-19 pandemic. The goal is to support scholars socially, emotionally, physically, and academically to set them up for success as CACS returns to a normal school schedule for the 2021-22 school year.
- **After School Program** - CACS benefits from a close working relationship with CAF, which provides support and resources for scholars in keeping with the mission to develop the whole child. Together the organizations offer an in-house after school enrichment program for all enrolled scholars. Prior to remote instruction, the after school 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 p.m. on Monday, Tuesday, Thursday, and Friday, as well as from 1:45-5:00 p.m. each Wednesday to allocate the necessary time for the school's teacher training days. The after school program will resume in the 2021-22 school year. CAF will begin the process of having returning families complete re-enrollment forms at the end of July 2021.

Critical Partners

- **Family Involvement in School Life** - Academic achievement is enhanced when scholars and families are safe, healthy, and engaged. To this end, CACS places a high priority on involving parents and guardians in the educational process through consistent, bilingual communication via face-to-face contact, text messages, emails, quarterly newsletters, virtual Coffee with the Principal/Town Hall Meetings, Parent Nights, and three annual parent-teacher conferences. During the 2020-21 school year, parent-teachers conferences were held virtually while maintaining 100% attendance as achieved in prior years. Families also participated in surveys throughout the year to assess their satisfaction with the school environment, increase the effectiveness of remote instruction, and determine the specific needs of any families needing critical resources such as food, clothing, or other supplies. Additionally, the Special Education Parent Advisory Group (SEPAG) continued to hold virtual meetings for parents of scholars with disabilities. Finally, the school uses the Remind App, which provides free translation to any language, to foster active communication between home and school.
- **Community Partners** - CACS works closely with organizations located in and around Plainfield. Further details about these partners are outlined in **Section 2.2. Family and Community Involvement**.
- **Home Visits** - Since its founding, CACS has dedicated significant resources to home visits for newly enrolled Kindergarten scholars in an effort to get to know each family well

in order to best serve the whole child. Additionally, home visits enable school officials to identify families in crisis, and in conjunction with CAF, proactively provide food, meals, clothing, or other resources. Home visits could not take place during the summer of 2020 due to the school's focus on meeting acute needs resulting from Covid-19 pandemic such as (but not limited to) continuing food distribution to families, ensuring technology access for all scholars, and hosting virtual orientations and parent gatherings. CACS will schedule virtual home visits during the summer of 2021 to continue to partner with families and work towards collaboratively achieving the school's mission.

c) **Academic Goals** - CACS purchased i-Ready in December 2020 to gather more data on how scholars are performing during remote instruction, address learning loss due to the Covid-19 pandemic, and to develop personalized lessons to help scholars achieve grade-level proficiency. The i-Ready program is a one-on-one online student learning platform that provides customized instruction in Reading and Math to students. Scholars are encouraged to complete at least 30 minutes of Reading and 30 minutes of Math per week in the program. Through online assessments, i-Ready determines the academic competencies of scholars and then develops personalized lessons to help them achieve grade-level proficiency.

Goal 1	Increase the percentage of scholars performing on or above grade level in Reading.
Measure	Average percentage of lessons passed within individualized learning platforms on i-Ready.
Target	From 1/1/21 to 6/18/21, the average of lessons passed on i-Ready will be 70% or more.
Actual Outcome	The average of lessons passed on i-Ready among K-4 scholars was 74%. GOAL HAS BEEN MET.

Goal 2	Increase the percentage of scholars performing on or above grade level in Math.
Measure	Average percentage of lessons passed within individualized learning platforms on i-Ready.
Target	From 1/1/21 to 6/18/21, the average of lessons passed on i-Ready will be 70% or more.
Actual Outcome	The average of lessons passed on i-Ready among K-4 scholars was 74%. GOAL HAS BEEN MET.

Goal 3	Increase the percentage of scholars performing on or above grade level in Reading and Math.
Measure	i-Ready diagnostic test.
Target	At least 50% of scholars will achieve their typical growth in Reading and Math.
Actual Outcome	Per i-Ready, diagnostic results are not accurate until scholars complete three diagnostics. During the 2020-21 school year, 99% of scholars completed two diagnostics as i-Ready was not implemented until Jan/Feb. 2021. Scholars will complete three diagnostics in the 2021-22 school year.

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's curriculum is aligned with New Jersey Student Learning Standards (NJSLS) and is consistent with the high expectations embedded in the CACS mission. Instruction that is delivered with high levels of student engagement, student inquiry, and joy while being developmentally appropriate constitutes high quality instruction at CACS. The school leverages assessments to inform instruction and 1:1 technology to ensure students receive personalized learning that is both relevant and rigorous. The co-teaching model employed by CACS also allows for student-centered classrooms, as evidenced by opportunities for a variety of learning formats such as small group instruction, collaborative work, and large group work led by 2 fully certified teachers.

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

CACS believes in differentiated instruction and ensuring that all of its scholars, including ELLs and SWDs, receive high quality instruction. Teach Like a Champion by Doug Lemov is studied and implemented for classroom management. Staff consistently engage in deep analysis of student work and action planning for the days/weeks/months ahead utilizing results from STEP (Strategic Teaching and Evaluation of Progress) by UChicago and i-Ready. The school's joyful classrooms are filled with high expectations. In grades K-5, Responsive Classroom techniques are utilized to ensure instruction and classroom management are aligned with developmentally appropriate practices (DAP). Staff receive training in these areas for 2.5 weeks at the beginning of the school year as well as ongoing professional development throughout the year. Through feedback, analysis, and modeling, CACS teachers are able to make growth within their instructional practices each year.

- c) Describe how the school has made efforts to engage students in in-person instruction? What areas of strength and areas of opportunity remain? What percentage of students remain in remote instruction, if any?

Feedback from a parent survey suggested that 60% of families wanted scholars to remain on fully remote instruction and 40% wanted scholars to transition to hybrid instruction. To keep scholars engaged during in-person instruction teachers in grades K-3 had one teacher teach all of the in-person scholars and one teacher teach the remote scholars. All Covid-19 protocols remained in place and teachers were encouraged to deliver their instruction with the same joy and high expectations. Areas of improvement include: increasing attendance for the number of scholars attending in-person learning and increasing the use of technology with scholars in grades K-2.

1.4 Assessment

- a) February 25, 2021, the Department required the submission of local interim assessment data to report on whether students were below, on, or above grade level, with "grade level" referencing the charter school's expectations of student mastery of the New Jersey Student Learning Standards (NJSLS). For the purposes of the collection, the Department requested interim assessment data from assessments administered between November 16, 2020 and February 19, 2021. Fill in the following interim

assessment data by percentage of students below, on, or above, and include end of year assessment results by percentage of students below, on, or above grade level for local assessments administered by the school.

Table 2: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K	28.6%	31.2%	40.3%	Not Applicable*		
ELA 1	64.1%	16.7%	19.2%			
ELA 2	63.6%	20.8%	15.6%			
ELA 3	64.5%	26.3%	9.2%			
ELA 4	71.8%	17.9%	10.3%			
MAT K	40.3%	15.6%	44.2%			
MAT 1	78.2%	9.0%	12.8%			
MAT 2	85.5%	10.5%	3.9%			
MAT 3	92.2%	6.5%	1.3%			
MAT 4	83.3%	12.8%	3.8%			

*Due to the inconsistencies of hybrid instruction, CACS did not administer end of year assessments.

- b) Identify the type of assessments used for interim assessment data:
 - Vendor and charter created
- c) Identify the type of assessments used for end of year assessment results:
 - Not applicable
- d) Explain what steps the school has taken, or plans to take, to ensure progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, English language learners, students with disabilities, and racial/ethnic groups).

CACS has implemented i-Ready to identify and target areas of need for individual scholars in order to put them on the right path toward achieving grade level proficiency in ELA and Math. The efficacy of i-Ready is supported by research studies for both general and special education students. One such research study was conducted by Curriculum

Associates over the 2017-2018 school year among more than 1 million K-8 students in both reading and mathematics. The study found that general education students who used i-Ready experienced greater learning gains compared to students who did not. This study also showed greater growth among English Language Learners, students with disabilities, students of color, and economically disadvantaged students who had access to the i-Ready program compared to those students from the same subgroups who did not.

- e) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2020-2021 year.

Subject	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Literacy	i-Ready Reading and Writing Diagnostic Assessments were given in January/February and May/June 2021.				
Math	i-Ready Diagnostic Assessments were given in January/February and May/June 2021.				
Science*	3-4 assessments throughout each unit to determine scholars' understanding of science content. <i>*Canceled due to Covid-19</i>				
English as a Second Language	WIDA - APT (September & June) 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 determine ESL program eligibility		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. 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 as ELLs yearly.		
Special Education	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.				
NJSLA ELA and Math**	Measures the extent to which students are college or career ready in ELA and Math. <i>**Canceled due to COVID-19.</i>				

- f) 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?
i-Ready one-on-one online student learning platform for Reading, Writing and Math	<ul style="list-style-type: none"> • Provides customized instruction for individual scholars using online assessments of academic competencies • Identifies and targets areas of need to help scholars achieve grade level proficiency
WIDA - APT (September)	<ul style="list-style-type: none"> • Used as a screener when students are identified based on Home Language Survey and multiple criteria to determine ESL placement
WIDA - ACCESS (May)	<ul style="list-style-type: none"> • Required for students designated as ELLs yearly

- g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.

The school maintained fidelity with assessments by using GoGuardian which helped teachers monitor scholar Chromebook use remotely. All assessments were administered under the observation of a teacher. CACS utilized i-Ready to gather consistent data for ELA and Math. The table below shows the percentage of i-Ready lessons passed in ELA by grade level:

I-READY DATA - Percentage of Lessons Passed (Year-to-Date) - ELA				
1/1/21 - 6/18/21	0-49%	50-69%	70-100%	Average %
Kindergarten	3%	25%	73%	78%
1st Grade	3%	12%	85%	85%
2nd Grade	7%	6%	87%	85%
3rd Grade	13%	18%	68%	76%
4th Grade	26%	19%	54%	65%

The table below shows the percentage of i-Ready lessons passed in Math by grade level:

I-READY DATA - Percentage of Lessons Passed (Year-to-Date) - MATH				
1/1/21 - 6/18/21	0-49%	50-69%	70-100%	Average %
Kindergarten	3%	11%	87%	88%
1st Grade	0%	0%	100%	97%
2nd Grade	0%	4%	96%	95%
3rd Grade	3%	11%	86%	88%
4th Grade	9%	18%	73%	80%

Additionally, online progress monitoring through STEP gave teachers a chance to meet remotely with students 1:1 to gather data around literacy components. These 1:1 assessments allowed teachers to gather accurate snapshots of student reading development. Finally, grade 4 scholars received the Start Strong Assessment provided by the DOE to gather standards-aligned data in ELA and Math at the start of the year. For every new assessment administered, training was provided to parents on creating calm, independent testing environments at home so that teachers were able to gather the most accurate data to inform their instruction.

1.5 Organizational Capacity - School Leadership/Administration

Table 3: School Leadership/ Administration Information

Administrator Name	Title	Start Date	Annual Salary
Monica Villafuerte	Executive Director/Principal	7/22/16	\$142,054.51
Meghan Pipchick	School Business Administrator	7/22/16	\$94,545.00 (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

Table 4: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	95.65%
Elementary School Attendance Rate (grades K-5)	95.65%
Student - Teacher Ratio	13:1

Table 5: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2019-2020 to 2020-2021)	89%
Total Staff Retention Rate (from SY 2019-2020 to 2020-2021)	92%
Frequency of teacher surveys and date of last survey conducted	2 times a year - Spring 2021
Percent of teachers who submitted survey responses	100% (32/32)
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	89%

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

- Evaluation: I know the criteria that will be used to evaluate my performance as a teacher, and the teacher evaluation process helps identify my strengths and weaknesses.
- Leadership: My school has effective instructional leadership.
- Learning Environment: School leaders promote a safe and productive learning environment in my school, and interactions between students and adults at my school are respectful.

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

- Teacher Compensation: I am (not) confident that I earn as much or more teaching at my school than I could at another school in the local area.
- Workload: Teachers at my school (do not) have the opportunity to provide input on their work schedules.
- Career Progression: Someone at my school is (not) thinking about my career progression.

c) **Table 6: Discipline Environment 2020-2021**

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	78	0	0
1	78	0	0
2	78	0	0
3	78	0	0
4	78	0	0

2.2. Family and Community Engagement

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

Table 7: 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
Frequency of parent/guardian surveys	2 times per year
Date of last parent/guardian survey conducted	Feb-March 2021
Percent of parents/guardians completing the survey (consider one survey per household)	25%
Percent of parents/guardians that expressed satisfaction with the overall school environment	97%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- The classroom teachers are accessible to parents when we need them (email, phone call, Remind message, etc.).
 - The school has followed safety precautions and protocols during the pandemic.
 - The technology and/or technology support my child received has helped them to participate in remote learning.
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- The remote learning environment at Cresthaven Academy is helping my child in meeting their academic goals.
 - Being able to pick up meals for the week has been helpful to my family.
 - It has been helpful to have FLEX Mondays for my child to complete assignments in physical education, music, SEL - RULER or Cloud9, etc.
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2020-2021 school year and how those events were offered, i.e. in-person, virtually, hybrid, etc.

Major Activity/Event Offered to Parents/Guardians	Description	In-person/Virtual/Hybrid
Meet the Teachers	School was opened prior to the first day of school for families and scholars to meet their teachers. Bilingual staff were present to facilitate parent engagement.	In-person (outside)
Back-to-School Night	Bilingual sessions were held for parents and guardians.	Virtual
Parent-Teacher Conferences (PTCs)	Bilingual PTCs were offered 3 times per year. CACS achieved 100% participation for all three rounds.	Virtual
Child Assault Prevention Training	Child Assault Prevention Training was offered to parents, staff and scholars.	Virtual
Post-Lottery Phone Calls	Parents were invited to help make calls to new families after the lottery.	Virtual
Open Houses (2 throughout the year)	Prospective parents were invited to attend virtual open houses prior to the random lottery.	Virtual
Coffee with Principal/Town Hall Meetings	Parents were invited to ask questions and hear answers from school leaders on important topics such as school reopening plans for hybrid learning and state testing. Sessions were offered on weekday evenings and Saturday mornings.	Virtual
SEPAG	Bilingual Special Education Parent Advisory Group (SEPAG) meetings with the School Psychologist and Special Education Teachers were provided to ensure that families have opportunities to collaborate with the school and offer their diverse perspectives.	Virtual
Scholastic Book Fair	The school provided a virtual book fair so that families could shop for books online and have them delivered directly to their homes.	Virtual
Parent Nights	Parents were invited to attend several evening presentations on topics such as literacy, the new i-Ready online instructional program, and social emotional learning.	Virtual

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.	In-person (outside)
End of Year Celebration, Materials Distribution	Families of scholars in 1st-4th grade were invited to an outdoor celebration with games. Scholars also received summer materials.	In-person (outside)
New Family Welcome Day	New families were welcomed to the school with a virtual presentation by CACS staff.	Virtual

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e. in-person, virtually, hybrid, etc.

Major Activity/Event Conducted by Parents/Guardians	Description	In-person/Virtual/Hybrid
Scholastic Book Fair	Parents and guardians signed up to volunteer to decorate and run the in-person Scholastic Book Fair at the end of the year.	In-person (outside)
Winter Holiday Celebration	Parents and guardians volunteered to wrap donated presents that were distributed to all 390 scholars.	In-person
Winter Holiday Concert	Scholars and families were able to participate in the pre-recording.	Virtual

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

Table 8: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
UChicago STEP	Research-based formative assessment, data management, and professional development system.	All staff trained in virtual progress monitoring platform by STEP for grades K-4 in November 2020.
i-Ready	One-on-one digital instructional and assessment platform.	All staff trained in i-Ready program for grades K-4 in December 2020.
Wilson Reading System (WRS)	Structured literacy program in grades 2-12 for students not making sufficient progress in intervention or who may require more intensive instruction due to a language-based learning disability/dyslexia.	A CACS special education teacher is certified in the Tier 3 WRS, levels 1-8.
Cloud9World	SEL program including books, stickers, and videos in English and Spanish.	School Psychologist and School Social Worker are trained in Cloud9World and teach it to grades K-2 weekly.
RULER - Yale Center for Emotional Intelligence	SEL program that creates a positive learning climate and develops emotional skills of all adults and students within the school.	School Psychologist and School Social Worker are trained in RULER and teach it to grades K-4 weekly.
Cresthaven Academy Foundation	Provides after school programming, enrichment, and homework help daily to approximately 162 scholars (did not run in 2020-21 school year). CAF also offers scholar and family supports as needed.	After school program will resume in 2021-22 school year with extracurricular programs that include art, music, swimming, martial arts, and soccer, as well as homework help supported by classroom teachers.
NJ Child Assault Prevention	Statewide community-based prevention program dedicated to reducing children’s vulnerability to abuse, neglect and bullying by providing comprehensive prevention workshops for children, parent and school staff.	Separate virtual workshops were provided to parents/staff and scholars in grades 1-4 in March 2020.

Table 11: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Evangel Church	Provides backpacks, school supplies, Thanksgiving dinners, Easter boxes and holiday gifts to scholars/families.	390 backpacks filled with school supplies to be used at home for remote learning; 100 Thanksgiving dinner boxes, 100 Easter boxes, holiday gifts provided for 100 scholars.
St. Mary's Roman Catholic Church	Church space and lot is requested as needed.	School parking lot and church space is exchanged as needed.
Girls Helping Girls. Period.	Provides feminine hygiene products and educational workshops.	Provided feminine hygiene product packs to all 4th grade girls (38 students) along with a virtual, interactive workshop. Also provided additional cases of products for distribution to scholars/families in need as needed.
Cresthaven Academy Foundation	Provides support and resources for CACS scholars and families.	Provided Covid care packages to over 20 families impacted by Covid, as well as meals and groceries for families facing other medical hardships, uniform vouchers to every family to help with purchase of new school uniforms, and 50 Chromebooks to scholars in need. Provided meals to families throughout the school year and summer and organized weekly food bank pick-ups and distribution to families. Coordinated holiday drive of over 1,000 gifts from private donors. Provided Kindergarten "Graduation" opportunity including socially distanced photos for graduates, diplomas, yard signs, and goodie bags in lieu of traditional graduation ceremony.

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

Valuable educational and community partnerships further the CACS mission by supporting the Whole Child through donations of instructional materials, school supplies, food, hygiene products, and holiday gifts, as well as programming that bolsters the social/emotional health and safety of scholars. The school was able to rely on these well-established partnerships to increase support during the 2020-21 school year in order to meet critical needs of its scholars and families during the Covid-19 pandemic.

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 9: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	The Board of Trustees (BOT) shall consist of no more than fifteen (15) individuals. This is specified in the Bylaws that define components of the School's governance as outlined in the Charter.
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	The BOT used a tool from the NJ Public Charter School Association to complete its self-evaluation in September 2020.
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	The NJSBA Superintendent's Evaluation Tool was used to engage the BOT in the School Leader Evaluation progress on July 28th, 2021. 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 2020-2021 school year.

N/A

- c) List the critical policies adopted by the board during the 2020-2021 school year.

- Policy 5145.7 - Gender Identity and Expression
- Policy 4111.2/4211.2 - Domestic Violence

- d) What were the main strengths of the board identified in the latest board 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?
- 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. Add or delete rows as necessary.

Table 10: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Sandra Harrison	7/1/2019	6/30/2022	President	sharrison@cresthavenacademy.org	5/4/2016	6/6/2019
Marcy Bostwick	7/1/2018	6/30/2021	Trustee	mbostwick@cresthavenacademy.org	4/20/2016	7/20/2017
Rashleigh Bruce	7/1/2020	6/30/2023	Trustee	rbruce@cresthavenacademy.org	5/11/2016	6/19/2017
Toni Gamble	7/1/2018	6/30/2021	Trustee	tgamble@cresthavenacademy.org	8/8/2018	6/25/2019
Steve Hockaday	7/1/2020	6/30/2023	Vice President	shockaday@cresthavenacademy.org	1/20/2016	8/29/2018
Barbara Sellinger	7/1/2018	6/30/2021	Trustee	bsellinger@cresthavenacademy.org	12/15/2015	8/24/2017
Kimberly Dortch	7/1/2019	6/30/2022	Trustee	kdortch@cresthavenacademy.org	7/22/2019	3/28/2020

- b) Pursuant to *N.J.A.C. 6A:11-4.12* (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

<https://www.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 and New Jersey Homeroom Office of Charter and Renaissance Schools (OCRS) repository.

- June 2021

- 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 2020-2021.

Table 11: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2020-2021 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 2020-2021 was due back to the school from parents/guardians	March 5th, 2021
Date and location of the lottery for seats in school year 2020-2021	March 8th, 2021 530 West 7th St., Plainfield, NJ 07060

- b) Provide the URL to the school’s application for prospective students for school year 2020-2021. If the application is not available online, then, as **Appendix E**, provide a copy of the application in as many languages as available.

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

- c) List all venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2020-2021.

- 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 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, the CACS 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 ways in which the school advertised that applications for prospective students for school year 2020-2021 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
 - Virtual Open Houses
 - Social Media: Facebook & Instagram
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

Table 12: 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 2020-2021	Number of students retained in 2020-2021 for the 2021-2022 school year
K	2	0	0
1	1	0	0
2	1	0	0
3	1	0	0
4	1	0	0
5	2	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

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

School Site Facility Information	
Site name	Cresthaven Academy – Lower Elementary School
Facility lease information	Cresthaven Academy Foundation
Landlord name	Cresthaven Academy Foundation
Lease commencement date	7/1/2020
Lease termination date	6/30/25
2020-2021 annual lease cost	\$450,000
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2021	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

School Site Facility Information	
Site name	Cresthaven Academy – Upper Elementary School
Facility lease information	UN-Bldg Corp.
Landlord name	UN-Bldg Corp.
Lease commencement date	7/1/2021
Lease termination date	9/20/2024
2020-2021 annual lease cost	\$327,798
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2021	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	2
Total annual cost of all leases	\$777,798
Total lease amount budgeted for 2021-2022	\$777,798

Table 17: School Site Facility Information Mortgage/Bond Summary

School Site Facility Information Lease Summary	
Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2021-2022	N/A
Mortgage payment interest budgeted for 2021-2022	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 Board Chief School Administrator Rubric

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

The Board of Trustees will annually evaluate the performance of the School Leader in order to assist both the Board and the School Leader in the proper discharge of their responsibilities and to enable the Board to provide the school with the best possible leadership. The objective of the Board's evaluation of the School Leader is to provide guidance and feedback on performance annually so that the School Leader:

- Promotes the articulation of the school's core values of Joy, Grit, Courage, Empathy, Humility, Excellence, and Self-Control through purposeful and effective planning, preparation, and execution of educational and operational programming
- Focuses on his/her development of pertinent skills and knowledge
- 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.

File Naming Convention

Table 13: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix 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 2021 – 2022 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 2021.” Save each appendix by the file naming convention provided in the second column of the above table.

Assurance that the school is meeting statutory and regulatory requirements

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

- Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section *N.J.A.C. 6A:9 et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections *N.J.S.A. 18A:6-7.1, et esq.*
- Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section *N.J.S.A. 18A:46-1 et seq.*, and section *N.J.A.C. 6A:11-4.8* of the Regulations concerning the provision of services to students with disabilities.

- *Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to *N.J.A.C. 6A:11-2.2*, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at *N.J.A.C. 5:32-2* (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at *N.J.A.C. 5:70-4*. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.

Signature of School Official (School Lead):

Date: 8/1/2021

Print Full Name: Monica Villafuerte

Title: Executive Director/Principal

Signature of Signatory Official (President, Board of Trustees):

Date:

Print Full Name: Sandra Harrison

Title: Board President