



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



Submitted on August 2, 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**

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of charter school	Community Charter School of Paterson
Grade level(s) to be served in 2021-2022	Kindergarten - Grade 8
2020-2021 enrollment (as of June 30, 2021)	908
Projected enrollment for 2021-2022	900
Current waiting list for 2021-2022	882
Website address	www.ccsp.org
Name of board president	Michael DeBlasio
Board president email address	mDeBlasio@njclf.com
Board president phone number	732-429-9244
Name of school leader	Curtis Palmore
School leader email address	cpalmore@ccsp.org
School leader phone number	973-413-2057
Name of School Business Administrator (SBA)	Craig Smith
SBA email address	csmith@ccsp.org
SBA phone number	973-413-2057

School Site Information:

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

Table 2: School Site

School Site Information	
Site name	Elementary Campus
Year site opened	2008
Grade level(s) served at this site in 2020-2021	Kindergarten - Grade 4
Grade level(s) to be served at this site in 2021-2022	Kindergarten - Grade 4

Site street address	75 Spruce Street
Site city	Paterson
Site zip	07501
Site phone number	973-413-2057
Site lead or primary contact's name	Charlotte Marler Hausen
Site lead's email address	chausen@ccsp.org

School Site Information	
Site name	Middle School Campus
Year site opened	2020
Grade level(s) served at this site in 2020-2021	Grade 5 - 8
Grade level(s) to be served at this site in 2021-2022	Grades 5 - 8
Site street address	8 Morris Street
Site city	Paterson
Site zip	07501
Site phone number	973-413-2057
Site lead or primary contact's name	Michael Bussacco
Site lead's email address	mbussacco@ccsp.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) State the school's mission.

The mission of the Community Charter School of Paterson (CCSP) is **to transform the lives of our scholars and families by becoming successful, life-long learners**. Founded as a full-service community school, it is central to our mission that we provide each key stakeholder group (scholars, staff, families) with opportunities to grow academically, personally and professionally.

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

As stated in the school's original charter, our philosophy is premised on the simple notion that if we can succeed in inspiring children at a young age, they are more likely to be

excited about their education and future as they progress in their academic journey. We believe that all scholars learn best when they are in a caring, supportive environment where their academic needs, social-emotional needs, health needs and family needs are addressed. We work with our scholars in three key elements: (1) An instructional program designed to meet / exceed expectations of the New Jersey Student Learning Standards through a rigorous curriculum and differentiated instruction that support the growth of all students; (2) Supporting and involving our parents and community at large through our Community School Department; and (3) Recruiting and developing talented staff and leaders. The work done in these key areas is measured for progress and adjusted as deemed appropriate by analyzing multiple data points throughout the school year.

KEY ELEMENT 1 – INSTRUCTIONAL PROGRAM

CCSP has been intentional in building a rigorous academic program which includes model instructional design for all K-8 Math and Literacy classes, common K-8 classroom structures, K-8 assessment tools, and rigorous professional development, to a 10-day teacher pre-service professional development prior to the beginning of the school year. CCSP's academic program promotes mastery of the standards through rigor, engagement, differentiation and continuous assessments, including school-wide universal screening windows with the NWEA/MAP three times per year (During the COVID-19 Pandemic, this assessment was provided twice fall and spring). To address the learning gaps identified in scholars, the school has established strong intervention programs and paired these programs with the training and support to deliver them with fidelity.

The use of data to inform how we deliver instruction is an integral part of our school model. In the 20-21 school year, in spite of COVID-19 Pandemic challenges. CCSP scholars were assessed in literacy and math two times in the course of the year. Grades K- 5 utilized the Wilson Reading Benchmark Assessment System for assessing student skills in reading. Grades 6 through 8 students were assessed using the Teacher Developed End of Cycle and Benchmark Reading assessments. The data gathered at each of the assessment windows was reviewed in teaching teams during PLC meetings.

Other specific initiatives included the expansion of the Balanced Literacy Model to include professional development in all necessary elements (Read Aloud, Shared Reading/ Writing, etc.), conducting Math and Literacy curriculum reviews, and relaunching various intervention programs with a focus on fidelity to each program. Consultants from the Wilson Reading Program provided full day trainings for our K-8 teachers with Guided Reading and related literacy tools.

The Department of Curriculum and instruction conducted a curriculum and programming audit and identified the following core areas focus areas:

1. Curriculum Development in need of Consistent Structures across all grade levels and subjects. Subsequently a template was developed containing Understanding by Design Structures and NJDOE required components. A two year plan for curriculum development was created and work has begun over the summer of 2020.

2. Math program philosophy and curriculum were misaligned creating a lack of fidelity in program implementation across K-8. A Math committee was formed inclusive of teachers and administrators and a new program Math in Focus was selected based and adopted for the CCSP Board.
3. Science programming lacked the rigor of the Next Generation Science Standards. Science committee was formed inclusive of teachers and administrators and a new program was selected based and adopted for the CCSP Board.
4. In the area of reading, classroom walkthroughs revealed the need for a materials refresh and retraining of staff on the Wilson Language System. Student performance data in Reading support this need, with 50% of students reading below grade level.

KEY ELEMENT 2 - COMMUNITY SCHOOL

CCSP was founded as a full-service community school, inspired by the model developed by the Children’s Aid Society (CAS). As a full-service community school, CCSP opens early, closes late, is open on weekends and during the summer, and provides an array of services and activities designed to remove barriers to learning and promote student and family success. In the 20-21 school year Community Schools programming was offered virtually for students and families. CCSP has a Community Schools staff of four people, consisting of a Director/21st Century Community Learning Two Center Site Coordinators, an administrative assistant. CCSP programs address the key elements of a community school as defined by CAS as detailed below:

- **Focus on Education** – CCSP focuses on delivering rigorous daily instruction, driven by our curriculum and assessments that are aligned with New Jersey Student Learning Standards. CCSP also has a longer school day and school year than traditional public schools. See Sections 1.2 (Curriculum) and 1.3 (Instruction) for more detail.

School, Family and Community Engagement - As a community school created by local community leaders, it is essential to our mission to engage and serve our families and the community. CCSP utilizes dozens of community partners to help enhance CCSP’s core academic goals as well as supporting its mission as a Community School. See Section 2.2. (Family & Community Engagement) for more detail.

Extended Hours and Expanded Learning Opportunities – CCSP has a longer school day (7.5 hours) and longer school year (192 student days) than traditional schools. Additionally, CCSP provides an extensive array of Expanded Learning Time (ELT) programming to better meet parents’ and scholars’ needs. Expanded Learning Opportunities include after-school academic tutoring opportunities and Saturday Academy instruction in preparation for COVID-19 related academic loss and the NJSLA exams.

- **Strategic Partnerships** – As a Full-Service Community School, CCSP has cultivated a number of strategic partnerships, enabling us to support teachers in the classroom with additional resources. Some of our strongest partnerships include:

- **New Jersey Community Development Corporation** – NJCDC provides full-time AmeriCorps members who assist scholars through mentoring, and after school tutoring. NJCDC also provides access to its wide array of programs and services

for our scholars and families, and assists in providing resources such as the school's playground and outdoor garden/science laboratory.

- The Wharton Institute for Performing Arts and the NJ Youth Symphony Orchestra – Through these organizations, 250 CCSP scholars receive 6 hours-a-week of high-intensity instruction in violin, viola, and cello.
- Paterson Museum – We benefit from having this Museum just one block from our main campus, which enriches our curriculum in many ways, such as using the Museum's Native American exhibit to enhance instruction in the 4th grade social studies program.
- Great Falls National Park – CCSP works closely with the National Park Service with regular visits from CCSP scholars to the Park and by Park Rangers visiting the school. The Park Service has also helped CCSP with field trips to other sites such as the Thomas Edison National Historic Park.

Wellness - CCSP supports student and family wellness in a variety of ways. Examples include: eye exams and low-cost eye wear; dental exams; hearing screenings; a family fitness series for parents (Zumba, Kickboxing & Crossfit); an annual health & fitness fair and a rededicated student garden (the 'Good Food Garden') that is integrated into the curriculum.

KEY ELEMENT 3 – TALENT RECRUITMENT AND DEVELOPMENT

CCSP understands the crucial role of our human capital in shaping the educational experiences of our scholars. For this reason we took a number of steps to revamp our recruitment efforts and revisit our professional development opportunities. These include:

Recruitment – The leadership team engaged in revamping the interview process to include not only demo lessons, but also tasks and scenarios where candidates engage in role-play of real situations on the spot. This revamped process not only allows for a deeper understanding of candidates abilities, but also their response to and on-the-spot implementation of feedback.

Professional Development Opportunities - CCSP provides over 120 hours of professional development annually to its faculty. This includes a 10-day Teacher Institute prior to the start of the school year for novice, 1st and 2nd year teachers (with 5 days of preservice for more senior teachers), and ongoing PD blocks weekly (1:30 - 4:00 pm every Wednesday).

This year professional development was focused on staff training in the Workshop Model of instruction. School leaders, led by the Director of Curriculum and Instruction, conducted specialized training during weekly professional development. Implementation of the classroom instructional model was monitored using weekly classroom walkthroughs, and feedback was provided to teachers, both individually and systematically during Wednesday Professional Development.

The Director of Curriculum and Instruction worked closely with school leadership to develop a Professional Development model best on best practices which contained required elements for each session. These elements included establishing a clear purpose related to trends from classroom walkthroughs, modeling best practices in teaching, structures to facilitate teacher engagement, as well as lesson and unit planning sessions.

Coaching & Teacher Support – The staffing plan for the school includes a Director of Curriculum and Instruction, a STEM supervisor, a Humanities supervisor, and a Student Support Services Supervisor to ensure a rigorous and engaging instructional program fully aligned with the New Jersey Student Learning Standards. To further ensure sufficient in-class professional development and support for teachers two Assistant Principal positions were created with the sole focus on teaching and learning. These two Assistant Principals of Curriculum and Instruction are assigned to the Elementary and Middle campuses. In addition, the leadership team conducted instructional rounds at a minimum of once per month with both district and building level leaders visiting classrooms and providing feedback to school-based teams so that teachers could continue to develop their practices.

The administrative team was leveraged this school year using a coaching and feedback structure for new teachers. STEM and Humanities Supervisors met with teachers weekly to provide individualized support for teachers in the areas of lesson planning, mini-lessons, differentiated instructions, and classroom management.

Teacher Evaluation – CCSP uses the Marshall evaluation rubric that requires several observations for each teacher to provide frequent feedback that improves student learning. The tool aligns with the administrators’ evaluation tool to ensure all efforts are geared to meet the academic goals of CCSP.

This year a Teacher Evaluation Handbook was developed to provide clarity to teachers on expectations and increase consistency among administrators during the evaluation process. As a result, the expectations for teachers were increased, and administrators were able to see higher levels of teacher performance across the school, both during formal observations and informal walkthroughs. Furthermore, the clarity in measured components directly informed professional development led by administration throughout the school year. Examples of this include professional development on mini-lessons, writing clear and measurable objectives, increasing student engagement, classroom management, and fostering student discourse.

Guidelines

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Goal 1	CCSP will demonstrate student growth over time by increasing the number of students meeting or exceeding student expectations as established by the State for charter schools.
Measure	Year to year comparison of NJSLA assessment for ELA.
Target	Aggregate of 60% of students achieve levels 4 and 5 in English and Language Arts in third through eighth grade.

Actual Outcome	Goal was not met: NJSLA was not administered this year because of COVID-19.
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Goal 2	CCSP will demonstrate student growth over time by increasing the number of students meeting or exceeding student expectations as established by the State for charter schools.
Measure	Year to year comparison of NJSLA assessment for math and ELA.
Target	Aggregate of 50% of students achieve levels 4 and 5 in mathematics in third through eight grade.
Actual Outcome	Goal was not met: NJSLA was not administered this year because of COVID-19.

Goal 3	CCSP Administration and teachers will implement and administer the NWEA-MAP assessment with K-8 grade students in the 2021-21 school year.
Measure	The exam will be administered three times throughout the school year and teachers will review and analyze pertinent academic data.
Target	The NWEA-MAP exam will be administered to 900 students 2 times per year.
Actual Outcome	Goal has been met, CCSP had a Fall and Spring administration of the NWEA/MAP exam

Goal 4	Students being consistently in school is critical for their growth and future success. CCSP will work to reduce the chronic absenteeism rate.
Measure	Year to year comparison for chronic absenteeism rates between 2019-20 and 2020-21.
Target	Reduce chronic absenteeism by 5 percentage points.
Actual Outcome	For the 2019-20 school year, 12% of students were Chronically Absent. Due to challenges with in person and online instruction, CCSP had a spike in chronically absent students. Goal has not been met.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

CCSP's curriculum is directly aligned with the New Jersey Student Learning Standards. Every Summer, CCSP faculty and academic leadership review and revise curriculum based on faculty feedback and assessment data to ensure that the curriculum is aligned with the State Standards and to ensure student mastery of those standards. See Appendix A for the required assurances related to curriculum alignment.

1.3 Instruction

a) What constitutes high quality instruction at this school?

High quality instruction aligns to the Kim Marshall teacher evaluation system and includes;

- *Clear, measurable goals closely aligned with standards and unit outcomes.*
- *Lessons that break down complex tasks and address all learning needs, styles, and interests*
- *Uses room arrangement, materials, and displays to maximize student learning of all material.*
- *Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.*
- *Explicit use of academic language; use of models and exemplars; appropriate pacing; sequenced chunking of the material*
- *Lesson structure results in active, minds-on involvement (for most students): students discussing, questioning, creating, investigating, researching, problem-solving, analyzing, etc.*
- *Successfully reaches all students by skillfully differentiating and scaffolding.*

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

CCSP implements a workshop model of instructional practices in all classrooms. Teachers are required to begin with a warmup, followed by a mini lesson based on curriculum and formative assessments. Teachers then scaffold learning through a gradual release followed by guided practice. Teachers are required to differentiate instruction to meet the various needs of individual learners through small group instruction. In the 2020-21 school year, CCSP adapted our instructional practices to meet online demands by providing instruction online via zoom. Throughout the year when CCSP provided online instruction due to high COVID-19 rates, we provided live synchronous teaching to our students for all courses.

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?

At the beginning of remote learning in the 19-20 school year, we began with packets of instruction for grades K-4 and were able to immediately launch digital learning for grades 5-8 with all teachers having been previously trained in Google Classroom, and all middle school students being 1:1 with chromebooks. Within the first few weeks of remote instruction we were able to train K-4 teachers in Google classroom, and issue all K-4 students chromebooks, and shift to synchronous and asynchronous learning from K-4 students as well. In the 2020-21 school year we adopted a number of efforts to engage students in in-person learning. We have identified the need for daily routines and class schedules as well as increased synchronous learning for courses and subject areas. At CCSP Home School Council meetings parents were provided overviews of the newly installed health and safety features including mandatory mask policy, UV air filtration that kills airborne COVID-19, increased cleaning structures, and desk and office protection shields.

The use of zoom technology has offered CCSP the opportunity to provide strategic support for students and families, including virtual tutoring and intervention blocks for students. A number of

students also thrived in the non-traditional manner of online instruction as they focused on work completion and engaged deeper in the content remotely. It also created greater access for parent meetings, and allowed teachers more opportunities to collaborate with less limitations than in person meetings. We have an opportunity to expand our reach and figure out more strategic ways to engage students that may not have been fully vested in online learning. Additionally, figuring out a way to further support student learning loss given the major academic loss during the pandemic. By the end of the academic year roughly 60% of CCSP students were remote learners. This was primarily parent options as in our last phase of reopening we offered all CCSP learners the opportunity to return to campus.

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 4: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percentage of students:						
ELA K	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA
ELA 1	35	33	32	29	59	10
ELA 2	62	23	15	45	64	1
ELA 3	60	37	8	50	47	1
ELA 4	46	34	21	34	62	4
ELA 5	52	38	9	49	50	1
ELA 6	50	41	9	45	54	1
ELA 7	37	51	12	25	71	4
ELA 8	38	48	14	36	62	2
ELA 9	n/a	n/a	n/a	n/a	n/a	n/a
ELA 10	n/a	n/a	n/a	n/a	n/a	n/a
MAT K	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA	not tested on NWEA
MAT 1	43	31	25	42	43	12
MAT 2	64	21	15	58	33	4
MAT 3	26	81	5	61	61	1
MAT 4	48	43	6	43	56	1
MAT 5	58	42	6	56	44	0
MAT 6	60	33	6	45	54	1
MAT 7	45	44	11	24	68	8

MAT 8	63	23	14	28	64	8
Algebra I	n/a	n/a	n/a	n/a	n/a	n/a
Geometry	n/a	n/a	n/a	n/a	n/a	n/a
Algebra II	n/a	n/a	n/a	n/a	n/a	n/a

b) Identify the type of assessments used for interim assessment data:

-Vendor created

c) Identify the type of assessments used for end of year assessment results:

-Vendor and charter created

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).

Low growth was observable for students with disabilities. To address this concern programs were expanded for this subgroup. Our Child Study Team reviewed the progress for each individual student with an IEP and determined which students needed added services for pull out support in ELA and/or math. A resource room program was created for each campus to provide small group instruction in both reading and math by a certified special education teacher and instructional aide. The CST Supervisor worked with the Director of Curriculum to ensure teachers and students have access to core reading, writing, and math program materials, and teachers receive professional development and training in Into Math. Wilson Foundations Reading and Just Words Reading Intervention programs.

A second subgroup with below level academic proficiency is CCSP English Language Learners. To improve the performance of our ELL Students, we are increasing staffing by 1 ELL teacher. This will allow us to expand student programming to include both in-class support, and pull out direct instruction every day. Additionally, our Director of Curriculum worked with the current ELL teacher to select a new program for our ELL students who need increased support with receptive, expressive, and written English Language.

Finally, we expanded our Intervention Program by 2 teachers to increase systematic multisensory instruction in reading and math in grades 1-8. The CCSP Intervention Program services any student who is low performing on district benchmark assessments, including ELL, Spec Ed and Economically Disadvantaged students.

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.

CCSP Assessment Window			
Window	Assessment	Grade Levels	Purpose
December/January	NWEA MAP Reading and Math	Grades 1-8	Monitor Student Growth and Determine if additional support (intervention) is needed for individual students

December/January	NWEA Measures of Academic Progress Science	Grades 3-8	Monitor Student Growth and Determine if additional support (intervention) is needed for individual students
May/June 2021	NWEA MAP Reading and Math	Grades 1-8	Monitor Student Growth and Determine if additional support (intervention) is needed for individual students
May/June 2021	NWEA Measures of Academic Progress Science	Grades 3-8	Monitor Student Growth and Determine if additional support (intervention) is needed for individual students
Fall, Spring, Winter	SanDiego Word List	Grades 1-8 *Only Students flagged with potential below level reading performance	intervention student referral/identification and progress monitoring
Fall, Spring, Winter	Phonemic Awareness Assessment	Kinder and Intervention students	intervention student referral/identification and progress monitoring
October 1-30 and Nov 15-December 15	Writing Narrative Genre Pre and Post	K-8	diagnostic/benchmark writing assessment
Jan 1-30 & Feb 15-March 15	Writing Information Genre Pre and Post	K-8	diagnostic/benchmark writing assessment
April & May 1-June 15	Writing Information Genre Pre and Post	K-8	diagnostic/benchmark writing assessment

- f) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- i. **CCSP Leadership team created an assessment analysis protocol as follows:**
 - i. **Establish Norms (eg. don't personalize)**
 - ii. **Describe the Data (factual observations only)**
 - iii. **Interpret Data**
 - 1. **What is there to celebrate?**
 - 2. **Where is there needed growth?**
 - 3. **What can we infer from this data?**
 - iv. **Make a Plan**
 - 1. **What questions do we have about this data?**
 - 2. **What are our next steps for teaching and learning?**
 - 3. **What are our next steps organizationally?**
 - ii. **School based Data Teams met throughout the year to use the data in determining school based goals and create assessments for growth targets.**
 - iii. **Subject and grade level teams met to further determine growth targets.**
 - iv. **During PLC's teachers used data to correlate instructional strategies to student achievement.**

- v. [Sample Leadership Team Data Meeting](#)
- g) Describe how the school maintained fidelity in assessment outcomes through the administration of assessments in 2020-2021.
 - i. All assessments were given either in person, on campus, or during synchronous instruction through the zoom platform.
 - ii. Teachers were trained to proctor the assessment through zoom, and monitor students through the Go Guardian.
 - iii. Parents and caregivers were trained in how to support students during testing, as well as reminders not to “help”.
 - iv. [PROCTORING Slide Deck](#)

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
Curtis Palmore	CEO	July 31, 2017	\$175,000
Dr. Lisa Schneider	Director of Curriculum & Instruction	July 29, 2019	\$130,000
Craig Smith	School Business Administrator	September 3, 2019	\$130,000
Giselle Vannoy	Chief of Staff	September 1, 2010	\$79,567.44
Charlotte Marler Hausen	Elementary School Principal	August 1, 2018	\$112,000.00
Michael Bussacco	Middle School Principal	July 16, 2018	\$108,150
Tina Volpe	Student Support Services Supervisor	October 15, 2018	\$97,849.92
Sarai Lucero	Director of Community Schools	October 1, 2020	\$70,000.00

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

Table 6: 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)	94.32 %
Elementary School Attendance Rate (grades K-5)	94.07 %

Middle School Attendance Rate (grades 6-8)	94.75 %
High School Attendance Rate (grades 9-12)	N/A
Student - Teacher Ratio	15:1

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

Table 7: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2019-2020 to 2020-2021)	90%
Total Staff Retention Rate (from SY 2018-2019 to 2019-2020)	84%
Frequency of teacher surveys and date of last survey conducted	Twice year, May 2021
Percent of teachers who submitted survey responses	97%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	80%

- c) What were the three main positive aspects teachers identified in the latest survey?
- CCSP response to COVID-19 pandemic
 - Communication about changes from distant learning
 - Professional development and curriculum offerings in the 2020-21 school year
- d) What were the three main challenges that teachers identified in the latest survey?
- Student engagement during the pandemic and virtual learning
 - Difficulty with managing virtual and in person learners
 - Work related stress with reopening school campuses
- e) Fill in the requested information below regarding the school's discipline environment in 2020-2021. If there was a noticeable increase or decrease in suspensions and expulsions in 2020-2021 compared to 2019-2020, then please describe the reasons for the change below the table.

Table 8: Discipline Environment 2019-2020

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	100	0	0
1	100	0	0
2	100	0	0
3	100	0	0
4	100	0	0
5	100	0	0
6	100	2	0
7	100	0	0
8	100	1	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

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	2
Frequency of parent/guardian surveys	6 TIMES A YEAR (CCSP increased surveys due to COVID related reopening plans)
Date of last parent/guardian survey conducted	May 2021
Percent of parents/guardians completing the survey (consider one survey per household)	74%
Percent of parents/guardians that expressed satisfaction with the overall school environment	82%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Structures for distant learning
 - Communication from school/ teachers
 - Home School Council workshops and meeting opportunities
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Half day schedule and virtual day for cleaning
 - Technology issues with school laptop
 - Covid-19 Pandemic concerns for full reopening in September
- 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.

End of the Year Carnival - The event took place in June to celebrate the end of the school year (in-person).

Monthly Home School Council Meetings- Virtually parents participated in meetings with the school administration and received academic and operational updates for CCSP.

Monthly School Assemblies and Student Award Presentations – Virtually parents attending campus based celebrations that promoted school spirit and celebrated student academic success.

Middle School Poetry Slam Events – Virtually students and staff shared poetry on various topics including Equity, Inclusion, and Law Day.

CCSP Cultural Celebrations – Virtually students and teachers shared events and programs for the following cultural celebrations throughout the school year: Black History Month Presentation, Women’s History Month Presentation, and Hispanic Heritage Month.

- 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.

Scholastic Book Fairs - This year conducted virtually once in the school year by staff and parent volunteers to further promote reading for our CCSP scholars.

Home School Council Meetings - Our Home School Council is run by our parents with the support of the parent engagement coordinator. Home School Council reaches out to parents monthly to attend regular meetings, express any concerns with their scholar’s education, and also participate in workshops on topics such as finance and child advocacy.

- 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: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Wharton Institute of the Performing Arts and NJ Symphony Orchestra – The Paterson Music Project	Provides high quality classical music instruction	Students receive 4-6 hours/week of high intensity classical music instruction during after school time. Students are provided with instruments and have performed Vivaldi, Beethoven and other classical music pieces multiple times at NJPAC, and venues in New Brunswick, Philadelphia and

		Atlantic City as well as various events in and around Paterson. The program is mostly funded through private donations. This program has been so successful at CCSP that it has expanded into 2 Paterson District schools (#26 and #1). PMP staff serve on the CCSP Community Advisory Board.
Creative Force (CF)	Provides after school arts and enrichment programming.	CF teaches chess, creative writing, theatre arts and arts and crafts to students grades K-4 providing 4 staff members in the afterschool and Summer programs.
Teach For America	Provides pre-screened teacher candidates.	TFA provides CCSP with pre-screened and TFA trained teacher candidates annually.
Art in Motion (AIM)	Provides after school arts and enrichment programming.	AIM provides dance and creative arts classes to students in the after school and Summer programs.
Passaic County Community College	Local Higher Learning Institution/Community Advisory Board Partner	PCCC provides our staff and parents with learning workshops and opportunities to further their education. Our students have also toured the school twice in the year.

Table 11: Community Involvement with Community Institutions

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

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
National Park Service (NPS) - Paterson Great Falls National Historical Park	Collaborative neighborhood partner.	Provided in-school assemblies and on site opportunities to CCSP scholars in both civics and science-related projects. The Park Service participates on the Community Advisory Board.
New Jersey Community Development Corporation (NJCDC)	Founding collaborative partner.	NJCDC partners with CCSP in many ways. NJCDC provides CCSP with AmeriCorps members; they leverage outside grant opportunities such as CCSP's community garden and a KABOOM playground; and they recruit scores of volunteers to support CCSP projects throughout the year. NJCDC also provides volunteer opportunities for CCSP students (like the annual holiday donation program for local children) and links CCSP to a wide range of community resources through its neighborhood revitalization plan, its pre-school network, its Neighborhood Help Center and other programs and services. NJCDC also provides CCSP with space for special events and large group meetings. NJCDC participates on CCSP's Community Advisory Board
City Green	Collaborative neighborhood partner - nonprofit.	Works with CCSP 4 th grade students and staff in preparing our 'Good Food Garden,' as part of the 4 th grade science curriculum.

Yogi Berra Museum & Learning Center	Collaborative neighborhood partner - Museum.	Provides summer baseball and softball scholarships to CCSP students as well as welcoming students to the learning center for field trips. Engaged CCSP faculty member to develop lesson plans.
Paterson Museum	Collaborative neighborhood partner - Museum.	Works with all grades to provide on-site lessons on all exhibits in the museum. The Native American exhibit is directly tied to the 4 th grade social studies program. Museum staff services on CCSP's Community Advisory Board.
Oasis	Community Advisory Board	Monthly
Art Factory	Community Advisory Board	Monthly
PNC Bank	Community Advisory Board	Monthly

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

Board Governance	
Number of board members required by the charter school's by-laws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	07/27/19
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	March 1, 2021

- B. List the amendments to by-laws that the board adopted during the 2020-2021 school year.
No amendments to by-laws were adopted by the board during the 2018-19 school year.

- C. List the critical policies adopted by the board during the 2020-2021 school year.
Several COVID-19 related policies were approved in the August 2020 board meeting including the schools reopening plan, mask mandate, virtual board meeting shift, and board adoption of new social and emotional, and academic programming.
- D. What were the main strengths of the board identified in the latest board self-evaluation?
- Board finance governance
 - Board relationship with school chief administration
 - Board operations
- E. What were the three main challenges identified in the latest board self-evaluation?
- Monitoring the effectiveness of academic professional development
 - Attendance at Community and School based events
 - Implementation of a Community relations program

3.2 Board Compliance

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

Table 12: 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
Marqweesha Guthrie	7/1/19	6/30/22	Board Member	marqweeshaguthrie@gmail.com	Approval 7/1/19	Gov I – 9/28/20; Gov II – 6/15/21
Michael DeBlasio	7/1/11	6/30/22	President	mdeblasio@njclf.com	Approval 11/16/11	Gov I – 2/7/12; Gov II – 1/1/13; Gov III – 6/30/15; Gov IV 6/13/18
Tamour Kousha	7/1/12	6/30/22	Treasurer	tkousha@njcdc.org	Approval 12/19/12	Gov I – 1/1/13; Gov II – 1/1/13; Gov III - 6/30/15 Gov IV 6/17/16
Sophia Sample	11/5/15	6/30/22	Board Member	sdmasons@sample@gmail.com	Approval 12/9/15	Gov I – 6/10/16 Gov II 10/10/16 Gov III - 10/15/18 Gov IV - 6/30/20
Boris Zaydel	7/1/16	6/30/22	Board Member	bzaydel@gmail.com	Archived 8/3/16	Gov I – 10/10/16 Gov II 7/3/18 Gov III - 6/24/19 Gov IV - 6/14/21
Tamara Lugo	7/1/16	6/30/22	Board Member	tamaralugo25@gmail.com	Approved 9/21/16	Gov I – 10/8/16 Gov II - 6/18/18 Gov III -

						6/30/20 Gov IV - 6/16/21
Tiffany McBride	7/1/16	6/30/22	Vice President	tiffanymcbride168@yahoo.com	Archived 7/20/16	Gov I - 8/31/16 Gov - II 2/17/18 Gov III - 6/21/20 Gov IV - 6/16/21

- 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.ccsp.org/domain/15>
- 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.
<https://www.ccsp.org/domain/15>
- 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 13: School Year 2019-2020 Application Process Timeline

Application Process Timeline	
Date the application for school year 2020-2021 was made available to interested parties	11/30/2020
Date the application for school year 2020-2021 was due back to the school from parents/guardians	3/31/2021
Date and location of the lottery for seats in school year 2020-2021	04/13/2021 held virtually online

- 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.
<https://www.ccsp.org/domain/37>
- 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.
- 32 Spruce Street – District Office
 - 75 Spruce Street – Elementary School Campus
 - 8 Morris Street – Middle School Campus

- 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.
 - a. English
 - b. Spanish
- 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.
 - a. Online Ads via Facebook, Twitter, and Instagram
 - b. Commercials via Cable Stations
 - c. Postings in Tap into Paterson Publication
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2020-2021.

Table 14: 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	101	2
1	0	101	1
2	1	100	0
3	1	100	0
4	1	102	0
5	2	100	0
6	0	101	0
7	4	100	0
8	1	100	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	Community Charter School of Paterson Admin Offices
Facility lease information	32 Spruce St. Paterson NJ 07501
Landlord name	NJ Community Development Corp
Lease commencement date	September 1, 2008
Lease termination date	Annual
2020-2021 annual lease cost	\$192,783.96
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	No Appraisal as of yet

School Site Facility Information	
Site name	Community Charter School of Paterson Elementary
Facility lease information	75 Spruce St. Paterson NJ 07501
Landlord name	NJ Community Development Corp.
Lease commencement date	September 1, 2008
Lease termination date	Annual
2020-2021 annual lease cost	\$796,140
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	No Appraisal as of yet

School Site Facility Information

Site name	Community Charter School of Paterson Middle School
Facility lease information	8 Morris St. Paterson NJ 07501
Landlord name	8-14 Morris St. LLC
Lease commencement date	June 1 2020
Lease termination date	June 30, 2040
2020-2021 annual lease cost	\$1,080,000 - \$954,000 (higher when gym is completed)
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	No Appraisal as of yet

Table 16: School Site Facility Information Lease Summary

School Site Facility Information Lease Summary	
Total number of leased facilities	3
Total annual cost of all leases	\$2,248,924.08
Total lease amount budgeted for 2021-2022	\$2,248,924.08

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. CCSP has adopted the State-approved Marshall Teacher Evaluation Framework and related Rubrics. The Marshall Framework focuses on six domains, including the following: planning and preparation for learning; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community outreach; and professional responsibilities.

Each of these domains is further divided into 10 criteria and rated across four performance levels for each criterion in accordance with the requirements outlined in AchieveNJ. The four performance levels are: highly effective; effective; partially effective; and, ineffective (modified from the original framework to align with AchieveNJ language). CCSP believes that Marshall provides useful feedback for teachers in an easy-to-use, transparent and understandable format.

- b) Provide a description of the school leader evaluation system that the school has implemented. The school leader (CEO) is evaluated using a comprehensive and rigorous tool. Part I of the tool evaluates the CEO in several domains aligned with the school’s strategic plan and Board Goals. These domains measure progress in areas including: Increasing Student Academic Achievement; Implementing Data-Driven Instructional Practices; School Supervision & Evaluation; Community & Parent Partnerships; Strategic Planning; and General/Miscellaneous Areas. Part II of the tool is focused on more specific areas of school management including: Financial Management; Specific Duties of the CEO; and, School/Community Relations. The process includes an opportunity for the Board to evaluate the CEO and for the CEO to self-evaluate. A conference between the CEO and the Board to discuss their ratings occurs to ensure that expectations are clear and conversations about areas of improvement take place.

All remaining CCSP administrators are evaluated using the Kim Marshall Principal and Supervisor Evaluation Tool. As with the teacher tool, the Marshall Framework focuses on six domains, and 10 criteria points. It is rated across four performance levels for each criterion in accordance with the requirements outlined in AchieveNJ. The four performance levels are: highly effective; effective; partially effective; and, ineffective (modified from the original framework to align with AchieveNJ language).

- 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 15: 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:

Print Full Name:

Title:

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

Date:

Print Full Name:

Title: