



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

**Annual Report Template
(Updated May 2025)**

The annual report was established in the *Charter School Program Act of 1995* 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 (OCRS), 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

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 2024-2025 Report

The annual report must be submitted via Homeroom as a Word document titled “Annual Report 2025.” To submit the report, upload it to the subfolder “Annual Report 2025” 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 2025” 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 Friday, August 1, 2025. 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, 2025.

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Charter School of Paterson
Grade level(s) to be served in 2025-2026	K-8
Projected enrollment for 2025-2026	900
2024-2025 Total enrollment as of June 30, 2025	869
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	67
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	51
Current waiting list for 2025-2026 by grade level <i>Pursuant to N.J.A.C. 6A:11-4.6(a)2</i>	Grade K 90 Grade 1 35 Grade 2 34 Grade 3 43 Grade 4 50 Grade 5 31 Grade 6 36 Grade 7 20 Grade 8 15
Waitlist within the district/region of residence	353
Waitlist of non-resident district/region of residence (Organize by district/region)	4
Website address	www.ccsp.org
Name of board president	Michael Deblasio
Board president's email address (Embed link to board president's email address on charter school website)	mdeblasio@ccsp.org
Board president's direct phone number (Do not include charter school number)	732-429-9244
Name of school leader (Include the preferred point of contact for official communications)	Ira Griffith

School leader's email address	igriffith@ccsp.org
School leader's direct office phone number and/or extension	862-267-9070
Title IX McKinney-Vento District Homeless Liaison's name and email address	Stephen Mejias smejias@ccsp.org
School Safety Specialist's name and email address	Frankie Roman froman@ccsp.org
School Threat Assessment Team Members' names and email addresses	Frankie Roman froman@ccsp.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Tiara Williams tpwilliams@ccsp.org
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	oolabintan@aol.com
SBA phone number	201-230-7518
Name of District Testing Coordinator (DTC)	Dr. Kenneth Ellerbee Mr. Thomas O'Grady
DTC email address	kellerbee@ccsp.org to'grady@ccsp.org
DTC phone number	973-413-2057 862-267-9070

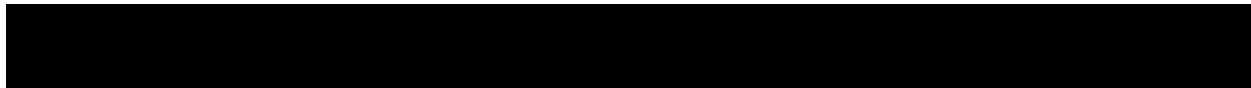


Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	Elementary Campus
Year site opened	2008
Grade level(s) served at this site in 2024-2025	Kindergarten - 4th Grade
Grade level(s) to be served at this site in 2025-2026	Kindergarten - 4th Grade
Site street address	75 Spruce Street
Site city	Paterson, NJ

Site zip	07505
Site lead or primary contact's name	Andre Smith
Site lead or primary contact's office phone number and extension	973-413-2057
Site lead's email address	asmith@ccsp.org



Site name	Middle School Campus
Year site opened	2020
Grade level(s) served at this site in 2024-2025	5th - 8th Grade
Grade level(s) to be served at this site in 2025-2026	5th - 8th Grade
Site street address	8 Morris Street
Site city	Paterson, NJ
Site zip	07505
Site lead or primary contact's name	Andre Smith
Site lead or primary contact's office phone number and extension	862-267-9070
Site lead's email address	asmith@ccsp.org



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 Commissioner-approved mission.

In partnership with families and communities, we exist to advance racial equity through an excellent education. We purposefully cultivate positive and academically excellent schools that prepare students with social and academic skills to pursue a choice-filled life and make meaningful contributions in Paterson, NJ, and the world.

- b) Briefly list the school's key design elements.

We believe that scholars learn best in a caring, supportive environment where their academic, social-emotional, health, and family needs are addressed. To achieve this, we utilize three key elements:

1. Instructional Program: Our instructional program is designed to meet or exceed the New Jersey Student Learning Standards. It features a rigorous curriculum and differentiated instruction tailored to support the growth and achievement of all students. By focusing on individual learning needs and academic excellence, we ensure that every scholar can reach their full potential.

2. Data-Driven Instruction and Talent Development: We emphasize the use of data to inform instructional practices and make evidence-based decisions. This approach is complemented by our commitment to recruiting and developing talented staff and leaders. By continually assessing student performance and providing targeted professional development, we create an environment where educators are equipped to meet the diverse needs of our scholars.

3. Family and Community Engagement: We recognize the importance of involving parents, families, and the broader community in the educational process. Through the Full-Service Community Schools model, we offer comprehensive support and resources that extend beyond the classroom. This holistic approach fosters strong partnerships, ensuring that students receive the necessary support for their overall well-being and success.

KEY ELEMENT 1 – INSTRUCTIONAL DESIGN

Our instructional program is intentionally and thoughtfully designed to meet—and exceed—the New Jersey Student Learning Standards. We implement a rigorous, standards-aligned curriculum with a strong emphasis on differentiated instruction to ensure that every student is supported and challenged to reach their full potential.

In grades K–4, we use *Magnetic Reading* and *Ready NJ* from Curriculum Associates to build strong literacy foundations. For mathematics in grades K–8, we implement the *i-Ready NJ* program, which incorporates collaborative learning tasks and personalized instructional pathways. This approach ensures students build deep conceptual understanding and progress at a pace that meets their individual needs.

In grades 5–8, literacy instruction is guided by the *Fishtank* curriculum, which provides high-quality, knowledge-rich texts and lessons that promote critical thinking, discussion, and writing grounded in evidence.

Together, these curricula form a cohesive instructional model that drives student achievement and fosters a love of learning across all grade levels.

Our commitment to excellence is further demonstrated by our continued partnership with the Lavinia Group, where we have implemented Close Reading and Story Problems, alongside an additional year of support for instructional leadership coaching and curriculum implementation. We emphasize small-group instruction and daily intervention for all students in grades K-8, ensuring that every scholar's individual learning needs are addressed. Additionally, we utilize our teacher evaluation tool, the Marshall Rubric, which outlines specific areas of focus for each phase of the school year in 6- to 8-week cycles. These cycles are centered on research-based instructional practices from Culturally Responsive Teaching and Teach Like a Champion, ensuring that our educators continually improve and implement effective teaching strategies.

KEY ELEMENT 2 – DATA-DRIVEN INSTRUCTION AND TALENT DEVELOPMENT

Our school prioritized the use of data to inform instructional practices and make evidence-based decisions, creating an environment where educators were equipped to meet the diverse needs of our scholars. We emphasized data tracking and mastery of priority standards, setting clear conditions for monitoring student progress. Professional Learning Communities (PLCs) were instituted and grounded in data analysis through the study of student work, reteach planning, and the practice of lesson delivery. By continually assessing student performance, we used data from the previous year to identify skill and mastery gaps, which informed the formation of small groups for targeted instruction. This approach was further supported by after-school tutoring and Saturday school sessions, providing additional practice opportunities for students.

To enhance our data-driven practices, we provided over 40 hours of professional development to train teachers on how to study and analyze student work. This training helped educators celebrate progress and address student misconceptions and learning gaps in real time through strategic reteaching. Our commitment to recruiting and developing talented staff and leaders was evident through targeted professional development, ensuring educators were well-prepared to deliver high-quality instruction. We communicated data clearly and frequently with students and families, fostering a collaborative and transparent educational environment.

KEY ELEMENT 3 – FAMILY AND COMMUNITY ENGAGEMENT

We recognized the importance of involving parents, families, and the broader community in the educational process. Through the Full-Service Community Schools model, we offered comprehensive support and resources that extended beyond the classroom. This holistic approach fostered strong partnerships and ensured that students received the necessary support for their overall well-being and success. Inspired by the Children's Aid Society (CAS), CCSP was founded as a full-service community school. CCSP opened early, closed late, operated on weekends and during the summer, and provided a range of services and activities designed to remove barriers to learning and promote student and family success.

CCSP focused on delivering rigorous daily instruction, driven by our curriculum and assessments aligned with New Jersey Student Learning Standards. With a longer school day and school year than traditional public schools, CCSP emphasized educational excellence. As a community school created by local community leaders, engaging and serving families and the community is essential to our mission. CCSP utilized dozens of community partners to enhance our core academic goals and support our mission as a Community School. We offered extended hours and

expanded learning opportunities, including after-school academic tutoring and Saturday Academy instruction, to continue to address learning loss associated with the COVID-19 pandemic and be responsive to student and family needs. Strategic partnerships with organizations like William Paterson University and the Paterson Museum provided additional classroom resources. We also supported student and family wellness through services like eye exams, dental exams, hearing screenings, fitness classes, health fairs, and a student garden integrated into the curriculum.

- c) If applicable, provide information regarding the school’s unique academic goals related to the school’s mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school’s original charter application.

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.

Table 3: Format

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the participation and passing rates on AP tests.
Target	Ex: Increase the proportion of students taking and passing AP tests by 10% from SY 2023-2024 to 2024-2025.
Actual Outcome	Ex: In 2023-2024, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2024-2025, 60 AP exams were taken, and 45 were passed, giving us a pass rate of 75% (45/60), which is a 15% increase. An additional 10 students took the AP exam. Goal has been met.

Goal	By the end of the academic year, 25% of students in grades 3–8 who are currently in the lowest 20th percentile (Tier 3) in math will show measurable growth in their scores.
Measure	By the end of the academic year, 25% of students in grades 3–8 who were in the lowest 20th percentile (Tier 3) in math in Fall 2024 will show

	measurable growth in their scores, as evidenced by movement out of Tier 3 by Spring 2025.
Target	At least 25% of Fall 2024 Tier 3 students in math will move out of Tier 3 status by Spring 2025.
Actual Outcome	In Fall 2024, a total of 132 students in grades 3–8 were identified as Tier 3 in math, meaning they were performing three or more grade levels below. By Spring 2025, that number had decreased to 77 students, indicating that 55 students moved out of Tier 3. This represents a growth rate of approximately 41.7%, which exceeds the established target of 25%. The school successfully met its growth goal in math for this group of students. Goal has been met.

Goal	By the end of the academic year, 25% of students in grades 3–8 who are currently in the lowest 20th percentile (Tier 3) in reading will show measurable growth in their scores
Measure	By the end of the academic year, 25% of students in grades 3–8 who were in the lowest 20th percentile (Tier 3) in reading in Fall 2024 will show measurable growth in their scores, as evidenced by movement out of Tier 3 by Spring 2025.
Target	At least 25% of Fall 2024 Tier 3 students in math will move out of Tier 3 status by Spring 2025.
Actual Outcome	In Fall 2024, 151 students in grades 3–8 were classified as Tier 3 in reading. By Spring 2025, the number of Tier 3 students decreased to 96, meaning 55 students showed measurable growth and exited Tier 3 status. This reflects a growth rate of 36.4%, surpassing the goal of 25% growth. As a result, the school met its targeted reading growth objective for the year. Goal has been met.

Goal	Improve NJSLA performance by 10% year over year in both ELA and Math proficiency.
Measure	Percentage of students in Grades 3–8 meeting or exceeding expectations on the annual NJSLA in ELA and Math.
Target	Increase ELA and Math proficiency rates by 10 percentage points from School Year 2023–2024 to School Year 2024–2025.

Actual Outcome	In School Year 2024–2025, the school achieved a 1 percentage point increase in ELA proficiency and a 7 percentage point increase in Math proficiency compared to the previous year. While the 10-point annual growth target was not fully met, these gains represent steady and meaningful progress—especially in Math. Since returning from the academic disruptions caused by COVID, the school has more than tripled Math proficiency in Grades 3 and 4 and has seen sustained ELA gains in Grades 4, 7, and 8. These trends reflect the impact of instructional improvements and targeted academic recovery efforts. To build on this progress, the school will conduct a more in-depth analysis of the data, adjust curriculum implementation protocols for educators, and transition from quarterly instructional planning to six-week priority cycles. This will enable more agile adjustments, focused re-teaching, and targeted interventions aligned with evolving student needs. Goal has not been met.
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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.

1.2 Curriculum

- All charter schools are required to adopt and implement curricula 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.
- Pursuant to *N.J.A.C. 6A:8-3.1(a)3*, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

1.3 Instruction

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

At The Community Charter of Paterson (CCSP), we believe that every child deserves an excellent education. We are intellectually prepared for every lesson, with full knowledge of standards on, below, and above grade level, so that every child can reach their potential. Through formal and informal data analysis, we gain intimate knowledge of our students' understanding and consistently adjust to meet their needs. Effective teaching is defined by student growth and achievement. We engage students through challenge and curiosity, leaving space in every lesson for student discussion, connections and questions. We deeply commit to the core tenets of culturally relevant pedagogy so that every child experiences academic success. In all spaces, we relentlessly nurture a strong achievement orientation so that obstacles are seen as opportunities, setting an anchored foundation for a choice-filled life.

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

At The Community Charter School of Paterson (CCSP), high-quality instruction reflects a rigorous, evidence-based, and community-centered approach that prepares our children to pursue a choice-filled life and thrive in secondary and post-secondary pathways. To ensure this happens, we make it a point that the following consistently happens on a daily, weekly, monthly, quarterly, and yearly basis.

- Teachers and leaders are delivering fast-paced, rigorous academics with clear, high expectations.
- Teachers and leaders are using a versatile, evidence-based toolkit of instructional strategies to enhance student's flexible thinking
- Teachers are grounding their teaching in strong professional development and data-informed coaching, which is led by highly effective leaders
- Teachers and leaders are embedding instruction within a deeper community-oriented support system.
- Teachers and leaders are fostering social and academic habits that prepare our children for long-term success and civic engagement.

c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.

N/ A

- d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

Grade	Number of students retained	Retention Justification
K	1	Retained based on chronic attendance issues and academic performance two levels below grade expectation.
2	1	Retained based on chronic attendance issues and academic performance
3	4	1 - Retention based on chronic attendance issues and academic performance two levels below grade expectation 2 - Retained due to attendance concerns and academic performance two levels below grade expectation 3 - Retained due to social/emotional regression, HIB (Harassment, Intimidation, and Bullying) concerns, and academic performance two levels below grade expectation 4 - Retained based on excessive absenteeism, with 112 days missed
5	4	1 - Retained due to academic concerns. 2 - Retained due to academic concerns 3 - Retained for academic concerns 4 - Retained due to academic performance, attendance concerns, and lack of academic effort
6	2	1 - Retained due to academic concerns 2 - Retained based on academic struggles, attendance issues, and behavioral concerns
7	1	Retained due to academic concerns

- e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

Two students, one with an Individualized Education Program (IEP) and one with a 504 Plan, have been retained for the 2025–2026 school year. This decision was made after a comprehensive review of each student’s journey at CCSP. Our team carefully considered multiple data points, including i-Ready assessment data and academic performance over time. We also held thoughtful consultations with each family to ensure a collaborative and supportive decision-making process. Ultimately, the team agreed that retention would provide these students with the solid foundation they need to elevate their academic experience from good to great.

- f) What support services will the school offer to retained students during the 2025-2026 school year?

At The Community Charter School of Paterson, we are committed to the academic, emotional, and social success of all our children. For our children who have been retained, we recognize the importance of providing targeted and compassionate support to help them thrive. The following measures will be in place to ensure each student receives the assistance they need:

1. **Personalized Learning Plans:** Each retained student will receive an individualized support plan tailored to their learning needs, strengths, and areas for growth.
2. **Academic Interventions:** Additional instruction in core subjects will be provided through small group sessions, tutoring, or specialized programs.
3. **Mentorship and Counseling:** Students will have access to dedicated mentors to support their emotional well-being and help them build confidence.
4. **Parental Involvement:** We will actively engage with parents and guardians through regular communication and meetings to monitor progress and collaborate on strategies for success.
5. **Monitoring and Evaluation:** Progress will be reviewed regularly, and adjustments to support plans will be made based on student performance and feedback.
6. **Social Integration:** Efforts will be made to ensure retained students remain socially connected and involved in school activities, promoting a sense of belonging and motivation.

1.4 Assessment

- In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	25.5 %	36 %	32 %
ELA 4	26.3 %	46 %	44 %
ELA 5	19.5 %	23 %	33 %
ELA 6	20.2 %	42 %	32 %
ELA 7	22.6 %	41 %	47 %
ELA 8	32.3 %	41 %	43 %
ELA 9	N/A	N/A	N/A
MAT 3	15 %	46 %	58 %
MAT 4	20 %	36 %	48 %
MAT 5	10 %	12 %	14 %
MAT 6	11 %	5 %	14 %
MAT 7	5 %	18 %	9 %
MAT 8	13 %	4 %	17 %
Algebra I	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra II	N/A	N/A	N/A

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	3.1%	5.6%	Not released yet
SCI 8	2.0%	3.0%	Not released yet
SCI 11	N/A	N/A	N/A

- Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, Multilingual learners, students with disabilities, and racial/ethnic groups).

To ensure progress in each subject by grade level and by subgroup—including students eligible for free and reduced-price lunch, Multilingual learners, students with disabilities, and various racial/ethnic groups—the school has implemented a comprehensive, data-driven approach. Regular formative and summative assessments are used to monitor student performance, with instructional adjustments made as needed. Targeted supports such as small-group instruction, tutoring, and intervention blocks address the specific needs of each subgroup. The curriculum is aligned both vertically and horizontally to ensure rigor and cultural responsiveness. Teachers receive ongoing professional development on differentiated instruction, inclusive practices, and strategies to support English learners and students with disabilities. Academic data is disaggregated and reviewed quarterly to identify trends and inform action plans. The school actively engages families through data conferences and workshops to support student growth, while leadership conducts instructional walkthroughs and data reviews to ensure accountability and continued progress for all students.

- In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	51	51
DLM-ELA	N/A	
DLM-Math	N/A	
DLM-Science	N/A	

- In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O**.

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	September 5, 2024	i-Ready Reading	K-8	Vendor Created
Mid	January 22, 2025	i-Ready Reading	K-8	Vendor Created
End	June 1, 2025	i-Ready Reading	K-8	Vendor Created

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	Beginning	September 5, 2024	i-Ready Math	K-8
Mid	Mid	January 22, 2025	i-Ready Math	K-8
End	End	June 1, 2025	i-Ready Math	K-8

- Describe the school’s process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school’s chosen curricula.

We have selected i-Ready Diagnostic as our local benchmark assessment tool because it provides a comprehensive, adaptive assessment system that aligns closely with the New Jersey Student Learning Standards (NJSLS) and supports our district’s curriculum goals. i-Ready is designed to identify individual student needs in reading and mathematics, offering actionable data that informs instruction and intervention. The platform’s alignment with the NJSLS ensures that students are assessed on grade-level content and skills that reflect state expectations. Additionally, i-Ready’s robust reporting capabilities allow educators to track student progress toward meeting these standards while tailoring instruction to support personalized learning pathways. This alignment supports our commitment to data-driven decision making and equity in academic growth for all students.

- Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

During the 2024–2025 school year, the Community Charter School of Paterson utilized a comprehensive set of assessments to support student learning and monitor academic progress. These included diagnostic, formative, and summative tools such as i-Ready assessments (Curriculum Associates), LinkIt! assessments (LinkIt!), and DIBELS assessments (University of Oregon/Amplify). The school also developed internal mock assessments aligned to the New Jersey Student Learning Assessments (NJSLA), using the state’s released item banks. These were used to mirror the format, content, and rigor of the state test, serving as both formative and summative measures.

When analyzing the NJSLA and i-Ready results, several key trends emerged. In ELA, i-Ready mid-year data generally aligned with NJSLA outcomes in grades 6–8. However, discrepancies appeared in grades 3 and 5—Grade 3 i-Ready data showed higher potential than was reflected in NJSLA results, while Grade 5 i-Ready scores appeared to overestimate proficiency. Encouragingly, growth in NJSLA ELA scores from 2022 to 2024 was evident across nearly all grades, indicating a consistent upward trend in proficiency.

In Math, i-Ready consistently overestimated student proficiency compared to NJSLA results, particularly in grades 6–8. While i-Ready data indicated modest performance, NJSLA scores in

these middle grades remained extremely low, highlighting a disconnect between curriculum mastery and test readiness. In contrast, Grades 3 and 4 showed meaningful growth in NJSLA Math scores, validating instructional improvements that may not yet be reflected in the upper grades.

Overall, there are several bright spots. Strong i-Ready performance in grades K–3 correlates with observed growth in NJSLA results for Grades 3 and 4. ELA scores in Grades 7 and 8 were also relatively consistent across both assessments, suggesting a strong alignment between instruction and evaluation tools. Notably, NJSLA ELA scores have shown steady growth in almost every grade since 2022.

However, concerns remain—Math continues to show the largest gap between i-Ready and NJSLA results, particularly in Grades 6–8. This suggests that i-Ready may be painting a more optimistic picture of math readiness than what students demonstrate on summative assessments. Despite i-Ready indicating that over 30% of students in Grades 5–8 are on grade level, NJSLA scores remain persistently low in these cohorts.

To address these findings, the school will focus on better calibrating expectations between diagnostic tools and state standards. Teachers will participate in side-by-side data walks to analyze and compare item types and demands from both i-Ready and NJSLA. Additionally, intensive test preparation and standards-specific interventions will be implemented for Math in Grades 5–8. At the same time, the school will continue to celebrate instructional gains in the primary grades, as early growth indicates strong foundational instruction.

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

Assessment results were analyzed to identify trends in student performance at the classroom, grade, and school levels. Teachers and instructional teams used this data to adjust lesson planning, group students for targeted instruction, and prioritize skills requiring reinforcement. For example, areas where students consistently underperformed informed the development of small-group interventions and differentiated instruction strategies.

Professional development sessions were aligned with assessment outcomes, focusing on instructional strategies that support identified areas of need, such as reading comprehension, math fluency, or problem-solving. Additionally, benchmark and formative assessment data helped inform pacing decisions and curriculum adjustments to ensure adequate coverage of essential standards before end-of-year testing. By using assessment data to drive instructional decisions, our school strengthened teaching effectiveness and supported individual student growth, particularly among subgroups requiring additional support.

- Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

The Community Charter School of Paterson employed a multi-faceted approach to disseminate assessment results to all community members, ensuring transparency, accessibility, and timely communication. Assessment results were shared with:

- **Parents:** Individual student assessment reports were distributed through secure online portals (such as PowerSchool) and sent home in print format during scheduled parent-teacher report card conferences. In addition, families received personalized communication instructing them how to interpret the data and understand their child's academic progress.
- **Students:** Students received their results directly through teacher-led conferences and individual report reviews. Teachers identified strengths, areas for growth, and strategies for improvement, promoting student ownership of learning.
- **Board Members:** Summarized assessment data, including schoolwide performance trends, subgroup analysis, and growth metrics, were presented during regularly scheduled board meetings at the end of each month. Data dashboards and executive summaries were provided in advance to facilitate discussion and strategic planning.
- **Administration:** School leadership received detailed data reports and analytics through internal systems and regular leadership team meetings and instructional leadership team meetings as well. This enabled informed decision-making related to curriculum planning, resource allocation, and instructional support.

These practices ensured that all community members were informed, engaged, and equipped to support student achievement based on reliable assessment data.

1.5 Organizational Capacity - School Leadership/Administration

- a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/Contract Fee (2024-2025)
Irakadeem Griffith	CEO	Employed	07/01/23	\$224,700
Sandy Orozco	ASBA	Employed	11/07/22	\$145,000
Renaysa Schratz	Director of Operations	Employed	04/01/19	\$90,000
Andre Smith	School Leader	Employed	07/14/23	\$144,200
Kenneth Ellerbee	Assistant School Leader	Employed	07/14/23	\$113,300
Thomas O'Grady	Assistant School Leader	Employed	08/14/23	\$122,004
Renee Richards	People Manager	Employed	08/14/23	\$100,000

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 in Table 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	91.24%
Elementary School Attendance Rate (grades K-5)	90.19%
Middle School Attendance Rate (grades 6-8)	92.53%
High School Attendance Rate (grades 9-12)	N/A
Student to Certified Teacher Ratio	22:1

- b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	68%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	75%
Frequency of teacher surveys and date of last survey conducted	Quarterly April, 22nd, 2025
Percent of teachers who completed the most recent survey	91%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	74%

- c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

CCSP took intentional steps to ensure teachers completed the culture and climate surveys by allocating dedicated time during professional development (PD). This ensured there were no competing priorities or hindrances during that block. Clear expectations were communicated to all staff regarding the importance of participation. Additionally, regular updates were shared to inform teachers of the current completion rate and to encourage those who had not yet completed the survey to do so, reinforcing the school's commitment to gathering meaningful feedback from all educators.

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

- Ability to have a positive impact on student outcomes
- Autonomy to make decisions about my classroom and curriculum
- Financial compensation

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

- Personal reason (not school related)
- Dissatisfaction with my school leadership/immediate supervisor
- Dissatisfaction with student conduct at school

f) Fill in the requested information below regarding the school's discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	92	17	0	0
1	97	4	0	0
2	100	16	0	0
3	99	16	0	0
4	101	9	0	0
5	97	21	0	0
6	95	9	0	0
7	98	4	0	0
8	105	16	0	0
9	N/A			
10	N/A			
11	N/A			

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
12	N/A			

- g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.
- h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.
- In 2024–2025, we observed both increases and decreases in out-of-school suspension rates. The increase, particularly in Kindergarten and Grades 2–3, can be attributed to high-need students—many of whom lacked early learning or daycare experiences—and a notable rise in conflicts stemming from social media, often escalating during school hours. In response, we expanded SEL instruction, strengthened conflict mediation efforts, and partnered with local organizations, including the Sheriff's Department. Conversely, the significant decrease in suspensions at the middle school level reflects a focused investment in school culture and climate. Clear expectations, an expanded student support team (including a Youth Development Director, Mental Health Clinician, and Youth Development Specialist), and consistent SEL supports have all contributed to a more positive and responsive learning environment.
- i) 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.
- j) Pursuant to *N.J.S.A. 18A:17-46*, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

<https://ccsp.org/hib/>

2.2. Family and Community Engagement

- a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	2
Frequency of parent/guardian surveys	1x a year
Date of last parent/guardian survey conducted	4/15/2025
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	22%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	84%

- b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

To ensure strong parent participation in the culture and climate surveys, the charter school implemented a multi-pronged outreach strategy. Families received direct communication through emails, text messages, and phone calls reminding them to complete the survey. The school also offered incentives, such as class-wide or grade-level celebrations for achieving high participation rates. Additionally, on-site opportunities were made available during school events and at arrival or dismissal, where staff provided support to help families complete the survey. To ensure accessibility, the survey was offered in multiple languages, and translation support was provided. The charter school sets a clear expectation that at least 80% of families will complete the culture and climate survey annually. This reflects the school's belief that family voice is essential to continuous improvement and that every caregiver's perspective is critical in shaping a responsive and inclusive school environment.

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

In the latest parent/guardian survey, three key positive themes emerged. First, families consistently highlighted the strength of teacher-student relationships, noting that educators are deeply committed and foster caring, supportive connections with students. Second, clear and consistent communication from the school was praised, particularly around academic updates, school events, and expectations. Finally, many parents shared that the school provides a safe, inclusive, and welcoming environment, which contributes to a positive overall experience for their children.

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

In the latest parent/guardian survey, three key challenges emerged. First, families shared concerns about spirit days often being scheduled on Mondays, which they felt was difficult for students and families to prepare for at the start of the week. Second, many parents cited the

impact of social media conflicts that originate outside of school hours but carry over into the school day, disrupting students' focus and well-being. Lastly, several families shared that they personally need more academic support or resources to effectively help their children with homework and learning at home.

- e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

During the 2024–2025 school year, our school proudly hosted a variety of events designed to foster strong partnerships with families and create a joyful, inclusive school environment. Throughout the year, we held four signature Saturday events featuring fun, engaging activities for children and their families. These in-person gatherings brought the school community together, offering opportunities for shared experiences and strengthening the vital connection between home and school.

In addition to these events, we conducted grade-level family meetings virtually throughout the year, ensuring that all families could access timely updates and important information specific to their child's grade. We also hosted both in-person and virtual report card conferences and Home-School Council meetings, providing flexible options to meet families' needs. At the beginning of the year, our in-person Welcome Back Barbecue served as a warm introduction to the new school year, equipping families with all the information they needed for a strong and successful start.

- f) 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.

During the 2024–2025 school year, our school hosted several key events designed to further our mission of fostering academic success, family engagement, and a strong school community. These events included:

- **Grade Level Family Virtual Meetings:** Held throughout the year, these virtual meetings provided families with important updates and key information specific to their child's grade level. The virtual format ensured accessibility and inclusivity for all families.
- **Report Card Conferences (In-Person and Virtual):** These conferences facilitated meaningful conversations between families and teachers regarding student progress and academic performance, supporting individualized student growth and engagement.
- **Home-School Council Meetings (In-Person and Virtual):** These meetings promoted collaborative decision-making and encouraged active family involvement in school initiatives and planning.
- **NJSLA Family Virtual Night:** This virtual event informed families about the New Jersey Student Learning Assessments (NJSLA), helping them better understand the testing process and how to support their children's academic achievement.

- g) Fill in the requested information in Tables 14 and 15 below regarding community involvement.
Add or delete rows as necessary.

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
New Jersey Community Development Corporation (NJCDC)	NJCDC is the school's founding organization and provides ongoing support in a number of ways. This includes assigning AmeriCorps members to assist with school activities; providing volunteers for events through the Paterson Youth Council; and by providing a range of services to address parental needs through NJCDC's Neighborhood Help Center. NJCDC is also part of the School's Community Advisory Board and provides guidance regarding the Full Service Community Schools concept.	2008	800 hours a month 5 AmeriCorps Members
Oasis – A Haven for Women & Children	This organization provides CCSP with key parent and family workshops, including sessions for non-native English speaking families and SEL skill-building as well as connecting our families to local services (e.g. domestic violence resources in Paterson). Donates clothing and food to our families. Serves on our Community Advisory Board.	2021	5 hours a month 2 staff members
CUMAC	With the support of CUMAC, the largest food pantry in Paterson, we are able to take a service-learning approach during the school year with	2021	2 hours a month 2 staff members

	our 8th-grade students. Students are able to volunteer at CUMAC and support sorting fruits and vegetables for Paterson residents in need. CUMAC also provides the school with key information on how families have the opportunity to receive free groceries once a month through a scheduled appointment. Families will be assisted by a volunteer that has attended training on ACEs, trauma, and social determinants of health, conducted by CUMAC.		
St. Joseph's Regional Medical Center	St. Joseph's helps us structure the health education component of our school. They provide health screenings and workshops for parents on topics such as diabetes, healthy meals, and childhood obesity. We now offer families "Wellness Wednesdays," where we focus on different health topics each month through the partnership with St. Joseph Hospital.	2021	5 hours a month 2 staff members
Great Falls National Historical Park and Visitors Center:	Staff from this local national park have helped us develop our civic engagement program, provide us with a curriculum to be used during the after school program, assist in developing service-learning projects, and act as a field trip site.	2021	1 hour per month 2 staff members
Project NJ Hope	Donates after school program supplies to our students as well as provide student volunteers to assist in the implementation of key	2021	1 hour per month 1 staff member

	community events and student programming.		
The Community Food Bank of New Jersey	Provide 250 food boxes filled with nonperishable and fresh produce monthly.	2022	12 hours monthly 2 staff members
Wharton Institute for the Performing Arts	CCSP brought this organization to Paterson in 2011 and it now provides musical instruction to hundreds of students throughout the Paterson school district in addition to CCSP. Wharton's instructors have implemented an El Sistema-inspired music program at CCSP, including instruction in string, winds, brass, and percussion instruments and music theory, providing a social structure that emphasizes the values of self-confidence, respect for oneself and others, and discipline. They also assist with facilitating field trips and perform at each of our Signature events.	2015	192 hours per month 6 staff members
The Center for Alcohol and Drug Resources - A program by the Children's Aid & Family Services	Offer the Footprints for Life an evidence-based primary prevention program that builds assets and teaches important life skills to students in grades two and three. Botvin's LifeSkills Training designed to promote mental health and positive youth development for 6th and 7th grade students. During our afterschool program they provide The 7 Habits of Highly Effective Teens where students learn to resist peer pressure, achieve goals, improve communication and build relationships with their	2022	72 hours 2 staff members

	parents. Also provide our teachers with the Nurtured Heart Approach Training.		
Strengthening Families- A program by the Children's Aid & Family Services	A program, which offers a series of fun and interactive activities designed to build skills, set limits, and strengthen family bonds. This program is a great opportunity for parents and children to work together in a supportive environment. Each session includes a free family dinner, babysitting services, and a chance to win a \$100 gift card, along with other prizes upon completing the program.	2021	6 staff 15 Families 25 students
Pascack Hills High School	Through the Project Paterson program, Pascack Hills High School donates afterschool program supplies to our students as well as provide student volunteers to assist in the implementation of key community events and student programming.	2020	2 staff 20 students
Arts for Kids:	provide visual and performing arts programming to students and collaborate with the program to host special assembly events.	2021	1 Staff 80 hours
NJ4S:	Facilitate mental health and social-emotional learning activities with students.	2024	4 Staff 20 hours
Yogi Berra Museum	Support the program's Math in Sports Club and Race and Equity Clubs through deep-dive immersions including: The Science of Baseball; Character Education, Civil Rights, History and Debate; and Discovering the Negro Leagues. Programming will also address topics like	2018	2 Staff 12 hours

	women in sports and financial literacy in the industry of professional sports.		
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Briefly describe how the educational and community partnerships further the school’s mission and goals.

- The partnerships described above significantly enhance the range of services CCSP offers to students and families. This aligns with our key school goal and mission to function as a full-service community school, providing diverse programs that support students in addressing challenges beyond the classroom while simultaneously strengthening families.

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 in Table 16 below regarding board governance.

Table 16: Board Governance

Number of board members required by the charter school's bylaws	7
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	August
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C) (If the SBA receives a written evaluation, please include a copy of the tool as Appendix C)	September 28, 2024
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as Appendix D and as Appendix E , provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

- b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.
- N/A – The board is currently in compliance with the bylaws regarding the minimum number of board members.
- c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.
- *none*
- d) List the critical policies adopted by the board during the 2024-2025 school year.
- 1140 Educational Equity Policies/Affirmative Action - Policy (M)
 - 1523 Comprehensive Equity Plan - Policy (M)
 - 1530 Equal Employment Opportunities - Policy (M)
 - 1530 Equal Employment Opportunity Complaint Procedure - Regulation (M)
 - 1550 Equal Employment/Anti-Discrimination Practices - Policy (M)
 - 2200 Curriculum Content – Regulation (M)

- 2260 Equity in School and Classroom Practices - Policy & Regulation (M)
- 2411 Guidance Counseling – Policy (M)
- 2423 Bilingual Education – Policy & Regulation (M)
- 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries Policy & Regulation (M)
- 3211 Code of Ethics - Policy
- 5440 Honoring Student Achievement - Regulation
- 5570 Sportsmanship - Policy
- 5750 Equitable Educational Opportunity - Policy (M)
- 5841 Secret Societies - Policy
- 5842 Equal Access of Student Organizations - Policy
- 7610 Vandalism – Policy & Regulation
- 9323 Notification of Juvenile Offender Case Disposition - Policy
- 2464 Gifted And Talented Students
- 0141 - Board Member Number and Term - Policy
- 0141.1 - Board Member Number and Term – Sending District - Policy
- 0141.2 - Board Member Number and Term – Receiving District - Policy
- 2200 - Curriculum Content - Policy (M)
- 3160 - Physical Examination - Policy & Regulation (M)
- 4160 - Physical Examination - Policy & Regulation (M)
- 5200 - Attendance - Regulation (M)
- 5337 - Service Animals - Policy (M)
- 5350 - Student Suicide Prevention Policy (M)
- 8420 - Emergency and Crisis Situations Policy (M)
- 8467 - Firearms and Weapons Policy & Regulation (M)
- 9181 - Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants - Policy
- 5111 Eligibility of Resident/Nonresident Students - Policy (M)
- 5512 Harassment, Intimidation, or Bullying – Policy (M)
- 5516 Use of Electronic Communication Devices - Policy & Regulation
- 5533 Student Smoking – Policy & Regulation (M)
- 5701 Academic Integrity - Policy
- 5710 Student Grievances - Policy
- 7441 Electronic Surveillance in School Buildings and on School Grounds Policy & Regulation (M)
- 8500 Food Services – Policy (M)
- 9163 Spectator Code of Conduct for Interscholastic Events – Policy (M) (NEW)
- 9320 Cooperation with Law Enforcement Agencies - Regulation (M)
- Approval to Designate Campuses as Safe Zones for Students and Families Targeted For Immigration Enforcement
- R6472 Tuition Assistance
- R3240 Professional Development For Teachers And School Leaders

e) What were the board’s three main strengths identified in the latest board self-evaluation?

- Shared commitment to improving academic achievement
- Diversity of experience among trustees
- Ability of individual trustees to leverage relationships for the school’s benefit

f) What were the board's three main challenges identified in the latest board self-evaluation?

- Hold administration accountable for student achievement
- Ensure administration takes steps to fully staff school
- Ensure administration submits all state documents timely

3.2 Board Compliance

a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: <https://www.njsba.org/training/mandated-training/#goviv>. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Michael DeBlasio	7/27/2023	6/30/2025	7	Board President	mdeblasio@njcdc.org	11/16/2011	Gov 1: 2/7/2012 Gov 2: 1/1/2013 Gov 3: 6/30/2015 Gov 4: 1/1/2013 6/13/2018 11/17/2021 6/10/2022 6/30/2024
Dr. Tiffany McBride	7/1/2024	6/30/2026	5	Vice President	tiffanymcbride168@gmail.com	7/20/2016	Gov 1: 8/31/2016 Gov 2: 2/17/2018 Gov 3: 6/21/20 Gov 4: 6/27/2021 2/28/2023 9/17/2024
Marqweesha Guthrie	7/1/2024	6/30/2026	3	Board Member	marshg30@gmail.com	7/1/2019	Gov 1: 9/28/2020 Gov 2: 6/15/2021 Gov 3: 6/20/2022

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
							Gov 4: 6/8/2023
Boris Zaydel	7/27/2023	6/30/2025	5	Board Member	bzaydel@gmail.com	8/3/2016	Gov 1: 10/10/2016 Gov 2: 7/3/2018 Gov 3: 6/24/2019 Gov 4: 6/14/2021 6/13/2022 2/5/2024
David Gelman	7/1/2024	6/30/2026	2	Board Member	dgelman@njcdc.org	9/2/2022	Gov 1: 4/5/2023 Gov 2: 2/3/2024 Gov 3: 11/14/24 Gov 4: 4/7/2025
Sophia Mason-Sample	7/27/2023	6/30/2025	5	Board Member	sdmasonsaml@gmail.com	12/9/2015	Gov 1: 6/10/2016 Gov 2: 10/27/2016 Gov 3: 10/15/2018 Gov 4: 6/7/2022 2/3/2024
Sarina Acosta	7/1/2024	6/30/2025	1	Board Member	acostasarina@gmail.com	11/6/2024	Gov 1: 10/9/2024

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://ccsp.org/files/?term_id=44

- c) Please provide the month and year of the latest board meeting minutes posted on the school's website and New Jersey Homeroom OCRS repository.
- June 2025
- d) Pursuant to *N.J.S.A. 18A:36A-15, Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.
- <https://ccsp.org/wp-content/uploads/2025/07/CCSP-Policy-5710-STUDENT-GRIEVANCE.pdf>
 - <https://ccsp.org/wp-content/uploads/2024/07/CCSP-Policy-3340-GRIEVANCE.pdf>
- e) Provide the number of grievances presented to the board in the 2024-2025 school year.
- 0

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 in Table 18 below regarding the timeline of the school's application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	November 4, 2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	February 24, 2025
Date and location of the lottery for seats in school year 2024-2025	February 26, 2025 – via Zoom

- b) Provide the URL to the school's application for prospective students for the school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.
- 2025-2026 link to application: <https://ccsp.org/online-enrollment/>
- c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026.
- Website
 - Instagram

- 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.
- English
 - Spanish
- e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.
- CCSP Website
 - Facebook
 - Instagram
 - Flyers were delivered and mailed to Paterson day care centers
 - Marketing mailing to Paterson residents
 - Television ad commercials
 - Banners displayed throughout city of Paterson
 - Local media ads
- f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.
- g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

Table 19: 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 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	12	13	
1	11	11	88
2	5	11	92
3	6	7	100
4	6	5	93
5	7	12	100
6	7	12	92
7	9	11	90
8	3	1	93

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A

- b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

During the 2024–2025 school year, the primary causes of student attrition were due to a combination of family relocation and a small number of students returning to their home districts for logistical or personal reasons. In a few cases, attrition was related to challenges with attendance or student engagement, which we continue to address through enhanced support services and family outreach.

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 Table 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	Community Charter School of Paterson - ES
Site address	75 Spruce Street, Paterson NJ 07501
Facility lease information	32 Spruce Street, Paterson NJ 07501
Landlord name	75 Spruce Street Development Inc
Lease commencement date	September 1, 2008
Lease termination date	June 30, 2037
2025-2026 annual lease cost	\$828,467
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A

Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Community Charter School of Paterson - MS
Site address	8 Morris Street, Paterson NJ 07501
Facility lease information	8 Morris Street, Paterson NJ 07501
Landlord name	Morris Charter Inc.
Lease commencement date	December 19, 2025
Lease termination date	January 30, 2060
2025-2026 annual lease cost	\$1,155,829
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	Community Charter School of Paterson - District Offices
Site address	32 Spruce Street, Paterson NJ 07501
Facility lease information	75 Spruce Street, Paterson NJ 07501
Landlord name	New Jersey Community Development Corporation
Lease commencement date	September 1, 2008

Lease termination date	June 30, 2027
2025-2026 annual lease cost	\$210,661
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	N/A
Appraised value of property	N/A
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	3
Total annual cost of all leases	\$2,194,957
Total lease amount budgeted for 2025-2026	\$2,292,897

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	0
Total mortgage/bond amount	N/A
Mortgage principal budgeted for 2025-2026	N/A
Mortgage payment interest budgeted for 2025-2026	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.
- b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases.

5.3 Other Compliance

a) Provide a description of the educator evaluation system the school has implemented. In accordance with [N.J.A.C. 6A:11-6.2](#), in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators, and non-tenured administrators.

- The school has implemented a comprehensive educator evaluation system grounded in the **Kim Marshall Teacher Evaluation Rubric**. This system is designed to provide actionable feedback aligned with instructional excellence and growth.

In accordance with **N.J.A.C. 6A:11-6.2**, the school ensures all required observations and evaluations are completed as follows:

Non-Tenured Teachers

- **Number of Observations:** 3 formal observations annually
- **Duration of Observations:** Minimum of 20 minutes each
- **Post-Observation:** Each observation is followed by a written report and a post-observation conference.

Tenured Teachers

- **Number of Observations:** 2 formal observations annually
- **Duration of Observations:** Minimum of 20 minutes each
- **Post-Observation:** Written reports and post-observation conferences are conducted for each observation.

Non-Tenured Administrators

- **Number of Observations:** 3 observations annually
- **Duration:** Each observation lasts at least 45 minutes
- **Post-Observation:** Follow-up includes reflection, performance discussion, and targeted feedback.

Tenured Administrators

- **Number of Observations:** 2 observations annually
- **Duration:** Minimum 45 minutes each
- **Post-Observation:** Includes formal feedback and professional growth planning.

This evaluation system is grounded in core instructional domains: Planning and Preparation, Classroom Management, Delivery of Instruction, Assessment and Reflection, and Professional Responsibilities.

b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

- The school leader evaluation system is distinct and is based on the **KIPP Leadership Competency Model a research**, which emphasizes the dual responsibilities of instructional leadership and organizational stewardship.

Key leadership competencies include:

- Driving Results
- Building Relationships
- Managing People
- Developing Self & Others
- Strategic Planning & Execution

Leaders are evaluated on their ability to:

- Set and monitor student achievement goals
- Develop teacher and leadership capacity
- Implement effective systems for school operations, culture, and instruction
- Foster a positive and inclusive school climate

Evaluation Process:

- **Mid-Year Evaluation:** Based on progress toward SMART goals and competencies
- **End-of-Year Evaluation:** Includes quantitative data (student achievement, retention) and qualitative performance measures
- **Frequency:** 2 formal evaluation meetings annually (mid- and end-of-year)
- **Input Sources:** School-wide academic and culture data, 360 feedback, and evidence of leadership practice

This system ensures leaders are held to high standards that align with school-wide goals and New Jersey accountability expectations.

- c) As **Appendix J**, 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 23: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool

<u>Appendix C</u>	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Contracted Education Service Provider Evaluation Tool, if applicable
Appendix E	Appendix E Annual CMO or EMO contract, signed and dated, if applicable
<u>Appendix F</u>	Appendix F Board policy for the establishment of a grievance committee
<u>Appendix G</u>	Appendix G Initial Enrollment Applications (Language)
<u>Appendix H</u>	Appendix H Board policy for enrollment backfilling
<u>Appendix I</u>	Appendix I valid, unexpired Certificate of Occupancy with “E” usage, Annual Sanitary Inspection Report with satisfactory rating, Fire Inspection Certificate with “Ae” code, and current leases.
<u>Appendix J</u>	Appendix J Board resolution approving the teacher and school leader/principal evaluation systems
<u>Appendix K</u>	Appendix K 2025 – 2026 School Calendar
<u>Appendix L</u>	Appendix L Organizational Chart
<u>Appendix M</u>	Appendix M Promotion/Retention Policy
<u>Appendix N</u>	Appendix N Graduation Policy
<u>Appendix O</u>	Appendix O Local Benchmark Assessment Results

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2025.” Save each appendix by the file naming convention provided in the second column of the above table.

Appendix A

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.

Statement	Confirm Compliance (Add ✓ or X)
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 <i>N.J.A.C. 6A:9 et seq.</i> , and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.	X
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 <i>N.J.S.A. 18A:6-7.1, et seq.</i>	X
Educational Program The School shall implement and provide educational programs that are compliant with the New Jersey Student Learning Standards.	X
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.	X
Provision of Services The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 <i>et seq.</i>) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 <i>et seq.</i>) (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 <i>N.J.S.A. 18A:46-1 et seq.</i> ,	X

Statement	Confirm Compliance (Add ✓ or X)
and section <i>N.J.A.C. 6A:11-4.8</i> of the Regulations concerning the provision of services to students with disabilities. The School shall ensure delivery of services and accommodations to multilingual learners in alignment with all applicable federal and state laws governing language instruction educational programs (LIEPs). In doing so, the school will adopt all relevant provisions of Titles I and III of the Every Student Succeeds Act (20 U.S.C. § 6301 <i>et seq.</i>) (the “ESSA”), as well as all applicable regulations promulgated pursuant to such federal laws. Compliance shall also be maintained with all applicable provisions of section <i>N.J.A.C. 6A:15 et seq.</i>, section <i>N.J.A.C. 6A:11-4.8</i>, sections <i>N.J.A.C. 6A:7-1.7</i> and <i>6A:7-1.8</i>, section <i>N.J.A.C. 6A:8-1.3</i>, and sections <i>N.J.A.C. 6A:9-3.2</i>, and <i>6A:9-3.3</i> of the Regulations concerning the provision of services to multilingual learners.	
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 <i>N.J.A.C. 6A:11-2.2</i>, 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 <i>N.J.A.C. 5:32-2</i> (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 <i>N.J.A.C. 5:70-4</i>. Current copies of requisite documents shall be maintained in the New Jersey Homeroom OCRS document repository.	X
Public School Contract Law The School will ensure adoption of Standard Operating Procedures (SOP) pursuant to <i>N.J.A.C. 6A:23-22.14</i>, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to <i>N.J.S.A. 18A:18A-1 et seq. 14</i>. The School will also ensure that each board member and any agency, corporation, person, or entity that enters into a contract or agreement on behalf of the charter school to provide administrative, educational, or other services adhere to the provisions of the Public School Contracts Law, <i>N.J.S.A. 18A:18A-1 et seq.</i>	X

School Official/School Lead

Signature of School Official (School Lead): *Ira Griffith*

Date: 7/31/2025

Print/Type Full Name: Ira Griffith

Title: CEO

Signatory Office (President, Board of Trustees)

Signature: *Michael DeBlasio*

Date: 7/31/2025

Print/Type Full Name: Michael DeBlasio

Title: Board President