

Uncommon Schools Camden Prep

1575 Mt Ephraim Ave
Camden, NJ 08104

Tom Weishaupt, Principal
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Cynthia Leger, Managing Director of Operations and Renaissance School Project Lead



ANNUAL REPORT: 2020-21 (Year 7)

August 13, 2021

SUBMITTED TO:

ANGELICA ALLEN-McMILLAN, COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION
LOVELL PUGH-BASSETT, INTERIM EXECUTIVE COUNTY SUPERINTENDENT, CAMDEN COUNTY
KATRINA MCCOMBS, STATE DISTRICT SUPERINTENDENT, CAMDEN CITY PUBLIC SCHOOLS

Annual Report Questions

Basic Information about the School

Fill in the requested information in below.

Table 1: Basic Information

Basic Information	
Name of renaissance school project	Uncommon Schools Camden Prep
Grade level(s) to be served in 2021-2022	K-10
2020-2021 enrollment (as of June 30, 2021)	1054
Projected enrollment for 2021-2022	1215
Current waiting list for 2021-2022	13
Website address	http://camdenprep.uncommonschoools.org/
Name of board president	Lindsay Kruse
Board president email address	lindskruse@gmail.com
Board president phone number	
Name of renaissance school project lead	Cynthia Leger
School lead email address	cleger@uncommonschoools.org
School lead phone number	(856) 379 - 4488
Name of School Business Administrator (SBA)	Olugbenga Olabintan
SBA email address	oolabintan@aol.com
SBA phone number	(201) 230 - 7518

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	Camden Prep Copewood Elementary School
Year site opened	2017
Grade level(s) served at this site in 2020-2021	K-4
Grade level(s) to be served at this site in 2021-2022	K-4
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site phone number	856-605-5520
Site lead or primary contact's name	Sunita Yadavalli
Site lead's email address	sunita.yadavalli@camden-prep.org

School Site Information	
Site name	Camden Prep Mt. Ephraim Elementary School
Year site opened	2014
Grade level(s) served at this site in 2020-2021	K-4
Grade level(s) to be served at this site in 2021-2022	K-4
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site phone number	856-379-4488
Site lead or primary contact's name	Mary Kate Miller
Site lead's email address	mmiller@uncommonschoools.org

School Site Information	
Site name	Camden Prep Mt. Ephraim Middle School
Year site opened	2016
Grade level(s) served at this site in 2020-2021	5-8
Grade level(s) to be served at this site in 2021-2022	5-8
Site street address	1575 Mt. Ephraim Avenue
Site city	Camden
Site zip	08104
Site phone number	856-379-4488
Site lead or primary contact's name	Caitlin Donohue
Site lead's email address	caitlin.donohue@camden-prep.org

School Site Information	
Site name	Camden Prep High School
Year site opened	2020
Grade level(s) served at this site in 2020-2021	9
Grade level(s) to be served at this site in 2021-2022	9-10
Site street address	1650 Copewood Street
Site city	Camden
Site zip	08103
Site phone number	856-361-2500
Site lead or primary contact's name	Hadley Stein

Site lead's email address	hadley.stein@camden-prep.org
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Organizational Performance Areas

Education Program and Capacity

1.1 Mission

- a) Describe how the renaissance school project has progressed towards achieving the mission, goals, and objectives as included in its application to the State. (Please limit your response to a 1-page maximum.)

The mission of Camden Prep is to prepare each student to enter, succeed in and ultimately graduate from a four-year college. The education model consists of two core pillars: a highly rigorous academic curriculum paired with a focus on strong character development.

High academic expectations for students is the first key component of Camden Prep's educational model. Our high expectations require us to push our children to reach higher, work harder, and learn more. We must ensure that our students have the skills that will open doors of opportunity. This includes a strong knowledge base, the ability to read, write, calculate, and problem-solve. Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. Interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn. At each grade level, students are assessed every 4-8 weeks in key content areas. Each assessment is precisely aligned to Common Core Standards, college readiness standards, and the school's scope and sequence. The data from these interim assessments are used to inform any instructional changes needed to close gaps between where students are performing and the target academic goals, and to tailor interventions for specific students that may be struggling. In addition, Camden Prep has an extended school day and an extended school year in order to maximize the time that students spend on learning.

At Camden Prep, we believe that we must be strong to push our students to the highest possible standard. At the same time, we must let them know that we care deeply for them as people. Character development is the second key component of Camden Prep's education model. Camden Prep's students are taught to live by the core values of caring, courage, justice, respect and responsibility. Students have opportunities to exemplify these core values daily, for example during Community Meeting, where the school community gathers in the morning to reaffirm its community vision and the actions they can take to support the community ongoing. Performing Arts is an elective that scholars have at all grade levels to support students in developing the skills to communicate confidently and professionally. Camden Prep has a wide array of course offerings to help students become well-rounded individuals and to better prepare them for college life. Finally, Camden Prep creates a culture around college preparedness and readiness. Classrooms are named after universities, college banners fly on the walls and college visits are part of field trip offerings. We know all students have what it takes to go to college. We are fiercely committed to cultivating the intellectual curiosity and grit that will spur their success in the classroom and in their communities.

1.2 Curriculum

- a) As **Appendix A**, provide a signed assurance that the renaissance school project's curriculum is aligned to the New Jersey Student Learning Standards.
- b) Provide details about any planned changes to the curriculum and assessments for the 2021-2022 school year. Please limit your response to a 1-page maximum.

Without consistent in-person instruction over the past year, we recognize that there may be COVID-related learning gaps among students. We are leveraging data to refine our instructional model to differentiate our teaching to support students where they currently are academically. This includes prioritizing on grade level reading in K-6 and implementing small group instruction to allow for remediation, mastery, and stretch learning opportunities in literacy and math.

Every student will return to us in the next school year in a variety of places—some below grade level, some on grade level, and some above grade level. We have strategically embedded small group instruction into our K-4 and 5-8 instructional models in order to meet every student where they are in their learning while guaranteeing engagement with on grade level content. Assessment and response-to-data will be streamlined to regularly gather data and effectively reteach while maximizing instructional time. In order to avoid a surplus of overlapping data, a single assessment is being prioritized per assessment window for Math and ELA so that leaders and teachers have a singular focus. In addition to our standard interim assessments given for all key performance indicators, Camden Prep will align with the state of New Jersey in the implementation of the NJ Start Strong assessment in the fall of 2021. Additionally, we will continue to focus on support for students with special needs and English Language Learners. We are fully committed to meeting the diverse learning needs of our students to ensure all students have what they need to achieve their full potential.

1.3 Instruction

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

High quality instruction at Camden Prep is rigorous, engaging, and responsive to student learning. Camden Prep has created and maintains a culture of high expectations for all of its students by developing a rigorous curriculum, offering a longer school day and extended school year, hiring a committed and talented staff, and effectively implementing data-driven instruction. Camden Prep teachers are at the core of high-quality instruction.

For Camden Prep to maximize the learning our students can receive, it's critically important that our school focus on making teachers better faster through a data-driven and structured observation and feedback model. Camden Prep's school leaders provide observation and feedback to teachers and staff frequently, consistently, and focused on bite-sized goals. At Camden Prep, instructional leaders provide teachers with multiple chances to practice before implementing in the classroom. Additionally, a variety of lesson types are designed in order to ensure content is being delivered in the most effective format. Finally, Camden Prep teachers

use rigorous assessments to drive great teaching, and they do deep analysis of interim assessment results to make in-course corrections that guarantee higher student learning results.

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

This past school year, Camden Prep remained aligned with the network of Uncommon Schools' core curriculum. Like all Uncommon Schools, Camden Prep uses the same, Common Core-aligned assessments in the network. Camden Prep's curriculum will continue to differentiate the shared lesson plans to target the specific needs of Camden students. This means that there may be additional interventions added to lesson plans that include more opportunities for students to read and respond to text in language arts and unpack and chart the error in mathematics.

In the spirit of continuous improvement, Camden Prep staff recognizes that the school must always seek out ways to better educate students. The bedrocks of strong instruction are the powerful tools of data-driven instruction and curriculum planning, along with rigorous execution of lessons and positive classroom culture. Camden Prep believes that above all else, great teaching drives student learning. This begins with the annual revision of Camden Prep's curricula and interim assessments (given at 4-8 week intervals) in all grades in an effort to guarantee alignment to New Jersey State Standards and the Common Core. School leaders work relentlessly to ensure alignment between the interim assessments and the curriculum. Staff members are charged each year with creating updated curriculum maps and plans which align the standards and objectives with rigorous activities and assessment items. This process will continue with the development of strategies to: 1) gauge student understanding and mastery, 2) analyze the results of interim assessments, and 3) ensure the students' mastery of content moving forward. Each curriculum and assessment revision is accompanied by rigorous analysis and workshops designed to meet teachers' professional needs. Instructional leaders will continue to analyze assessment results to ensure that we are designing strong professional development sessions that meet the needs of our students.

Camden Prep is committed to helping students become well-rounded individuals and to better prepare them for college and life. Opportunities for performing arts are available at all grade levels to support students in developing the skills to present themselves confidently and professionally in front of audiences. Camden Prep creates a culture around college preparedness and readiness with classrooms named after universities and hallways lined with college banners.

- 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?

Camden Prep remained in Remote Learning for the majority of the student population from September to March. In March, Camden Prep transitioned to a hybrid learning model where students were able to opt-in to in-person learning. These students attended in-person two

days per week and participated in remote learning for the other three days. In June, 67% of students were in the hybrid learning model and 33% of students were in the remote learning model.

To further engage students in-person, Camden Prep implemented a robust in-person Summer School program for rising kindergarten and rising first graders. The Summer School program was targeted towards students that needed additional support to ensure they were prepared for the 21-22 school year.

For the 21-22 school year, we are planning for nearly all students to be participating in full in-person learning. Students will only be granted permission for remote learning if they qualify for a medical exemption – these students will be “tele-cast” into in-person classrooms.

1.3 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 renaissance school project’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 3: Proficiency Rates on local assessments

Assessment	Interim Assessment			End of Year Assessment		
	Below	On	Above	Below	On	Above
Percent of students:						
ELA K	88%	9%	3%	83%	9%	8%
ELA 1	64%	8%	28%	61%	10%	29%
ELA 2	73%	21%	7%	62%	18%	19%
ELA 3	50%	24%	26%	83%	6%	11%
ELA 4	70%	8%	21%	73%	7%	19%
ELA 5	78%	19%	3%	62%	35%	3%
ELA 6	61%	36%	3%	54%	39%	7%
ELA 7	77%	23%	-	60%	36%	5%
ELA 8	45%	51%	4%	29%	51%	20%
ELA 9	29%	42%	29%	15%	40%	45%
ELA 10	-	-	-	-	-	-
MAT K	43%	48%	9%	29%	14%	57%
MAT 1	52%	30%	18%	36%	17%	47%
MAT 2	67%	19%	13%	32%	20%	49%

MAT 3	63%	18%	20%	36%	23%	41%
MAT 4	63%	21%	17%	41%	30%	30%
MAT 5	62%	29%	9%	41%	43%	16%
MAT 6	62%	24%	14%	52%	38%	10%
MAT 7	57%	32%	11%	39%	52%	9%
MAT 8	60%	36%	4%	59%	31%	9%
Algebra I	80%	15%	5%	82%	15%	3%
Geometry	46%	8%	46%	-	17%	83%
Algebra II	-	-	-	-	-	-

- b) Identify the type of assessments used for interim assessment data:
- Solely renaissance school project created
 - Vendor and renaissance school project created
 - Combination of solely renaissance school project and vendor and renaissance school project created
- c) Identify the type of assessments used for end of year assessment results:
- Solely renaissance school project created
 - Vendor and renaissance school project created
 - Combination of solely renaissance school project and vendor and renaissance school project 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).

Prior to 20-21, Camden Prep continued to see high proficiency rates on the state assessment based on our maximization of instructional time. Our Copewood and Mt. Ephraim Elementary Schools build toward proficiency by introducing critical learning strategies in Kindergarten and then layering in additional complexity each year. Camden Prep Middle Schools continue to adapt our fifth through eighth grade curriculum to best suit incoming fifth grade cohorts from both internal and external elementary schools. These shifts have led to increasing proficiency on statewide assessments from fifth through eighth grade. Camden Prep High School students are extremely well-prepared for college-level work due to our college preparatory focus and rigorous coursework in all subject areas. We have taken note of the low assessment scores in 20-21, which can be largely attributed to the remote and hybrid learning aspects of last year.

Camden Prep expanded in-person learning opportunities for our ELL and Students with disabilities subgroups last year when returning to a hybrid setting by offering four days of in-person learning. For this upcoming year, Camden Prep is planning for 100% in person instruction, 5 days a week. For our Elementary Schools, we will largely build upon our pre-COVID academic model and make enhancements based on data, research, and leader feedback through tweaking the instructional blocks, building in data response blocks, and reefing our infusion of technology.

For our Middle Schools we will be rebuilding our instructional model with built-in differentiated, small group instruction to meet our students where they are through 5-6 Guided Reading, 5-8 Math built-in differentiation, and 7-8 built-in remediation.

Free and Reduced Prince Lunch Students

93% of the students at Camden Prep are classified as economically disadvantaged. On previous state assessments there has not been a significant difference between economically disadvantaged students and the schoolwide average.

ELL Students

Camden Prep has a small, but growing, population of English Language Learners. These students were prioritized for in-person learning in 20-21 and will continue to receive additional supports from our ELL-specific teachers.

Students with Disabilities

Camden Prep's supplemental and replacement instruction is designed to provide a skill-appropriate rigorous education for students with a range of learning ability. Students with disabilities were prioritized for in-person learning in 20-21 and will continue to receive additional supports from our SPED team. Camden Prep has a Regional SPED team to assist all schools as well as individual campus SPED teams to assist students at each school.

Racial/Ethnic Groups

Camden Prep has a student population that consists for 74% African American and 25% Hispanic. On previous state assessments there has not been a significant difference between economically disadvantaged students and the schoolwide average.

- 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. Camden Prep uses a rigorous assessment cycle and process to assess student learning on a continuous basis throughout the school year. There are four main assessments: STEP Reading Assessment, and Internal Interim Assessments and Writing Assessments.

Elementary School

- Interim Assessments (All subjects)
- mClass Assessments (Literacy)
- Monthly Writing Assessment

Middle School

- Interim Assessments (All subjects)
- mClass Assessments (Literacy)

High School

- Interim Assessments (All subjects)

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

Camden Prep uses data to drive instruction and ensure that each individual student is on track to meet their academic goals. One of the founding principles of our data-driven model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn.

Assessments are administered 4-6 times per year. After each interim assessment is administered, teachers and Instructional Leaders came together to evaluate this data in detail. This analysis provides critical information regarding the quality of instruction and learning that has occurred and informs curricular adjustments for the subsequent weeks as teachers develop new strategies to “re-teach” challenging standards not yet mastered and extend learning where students are succeeding at high levels.

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

For our Kindergarten to 8th grade students, any assessments that were administered while in remote learning were completed over Zoom. Students completed the assessments online using their school provided Chromebook. While taking the assessment, all students were required to be logged into Zoom with camera and mics on with a teacher in the Zoom room monitoring.

For High School students, there were three types of assessments administered:

- Internal Assessments: Students completed the assessments online using their school provided Chromebook. While taking the assessment, all students were required to be logged into Zoom with camera and mics on with a teacher in the Zoom room monitoring.

1.5 Organizational Capacity

- a) As **Appendix B**, provide an organizational chart of the renaissance school project for the 2021-2022 school year.
- b) As **Appendix C**, provide a list of the lead person(s), teachers, and professional support staff, certification area(s) and criminal background check date for any renaissance school project.

This information was submitted to NJSMART as part of the June 30th SMID Snapshot.

1.6 2022-2022 School Calendar

- a) As **Appendix D**, please provide the 2021-2022 school calendar.

School Culture and Climate

2.1 School Culture and Climate

- a) Describe how the renaissance school project promotes and maintains a culture of learning, scholarship, and high expectations. Evidence may include, but is not limited to, student-led organizations, student achievements and recognition, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities. Please describe any specific changes as it relates to the mode and delivery of programming in 2020-2021. (Please limit your response to a 1-page maximum.)

Camden Prep is characterized by a culture that is joyful, supportive, and focused on academic work. The guiding beliefs of our community include mutual care and respect. Discipline and order exist in a school when students are known and cared for by all of the faculty and staff, and when their life within the school is meaningful to them. Given the sense of community within the school and the active engagement of students in their learning, there will be less opportunity for disruption and problems. The administrators and teachers strive to ensure that rules are fairly and consistently enforced.

Integral to our curriculum is our focus on core values; caring, respect, responsibility, courage and justice. The focus on our core values is woven throughout our entire school day to ensure that scholars are not only growing academically but also socially and emotionally. For example, each day we begin our school day with a Morning Meeting or Community Circle, which builds our culture around core values. Additionally, scripted into our lesson plans are opportunities for teachable moments that link our curriculum with our core values.

Students at Camden Prep are encouraged to make good choices both inside and outside of the classroom. There are a variety of awards to recognize students throughout the year. For example, students that demonstrate perfect attendance for an entire month receive fun incentives like prizes, ice cream parties, a dance party with their teacher, etc. All students and families with perfect attendance for the year are recognized at graduation and receive a special award. Students are also recognized for consistently completing their homework and demonstrating core values.

- b) Describe how the renaissance school project provides and maintains the social and emotional supports and health services to adequately meet the needs of its students. Please include the categories and types of services available and any specific changes as it relates to the mode and delivery of supports in 2020-2021. (Please limit your response to a 1-page maximum.)

Camden Prep's entire school and academic program has been modeled from the over 20 years of success of North Star Academy Charter School of Newark. The two entities collaborate as they work to advance the opportunities of all children in Newark and Camden, NJ. As such, every student at Camden Prep falls into the statistical category of "at-risk" established by The Every Student Succeeds Act, given the combination of factors that surround them. However, Camden Prep is founded on the principle that all students can achieve greatness. Therefore, the school is dedicated to meeting every student's individual needs, and ensuring every school program targets every student. In addition to the hard work of each classroom teacher, additional services are provided to meet the varying needs of our students.

The Center for Skill Enhancement (“Skills Room”) is one of Camden Prep’s means of reaching students who are struggling to achieve within the rigorous curriculum. Skills Rooms provide small group instruction for students with disabilities, students who are in need of skills intervention and students who require support with study and organizational skills. Each Skills Room has a full-time teacher, an Instructional Leader for Special Education and Learning Disabilities Consultants who lead the Child Study Team. As a center, they collaborate with classroom teachers regularly, helping to implement the best techniques for reaching struggling students within the classroom. Additionally, we have full-time teachers devoted to providing individualized and small group skills work in literacy and math to general education students in need of skill intervention. All Camden Prep students receive strategic tutoring designed to help them master specific skills necessary for tasks in their core academic courses.

- **Special Education Services:** The Center for Skill Enhancement also coordinates special education services. Camden Prep works hard to eliminate the stigma and low expectations associated with the Special Education classification. To that end, Camden Prep has an inclusion model in which students in the school do not know that there are special education students unless they are classified themselves. Classified students at Camden Prep included students with learning disabilities, autism, cognitive impairment, emotional disturbance, communication impairment, ADHD and students who receive speech-only services. These students are provided individual pull-out instruction, small group instruction, and in-class support. The Skills Room staff collaborates with general education teachers to establish the most effective curriculum and instructional modifications, including the identification of “power” standards—the most important skills each child must learn at each grade level. The Skills Room staff also coordinates annual review meetings and reevaluations. In addition to providing services for students who are already classified, the Skills Room staff also manages the Intervention and Referral Services and Child Study Team Evaluations for those who were suspected to have a disability (a natural role given the extensive work done with non-classified lower-achieving students).
- **English Language Learners:** As part of the registration process, families are asked to complete a home language survey to determine if another language is spoken in the household. Any surveys returned indicating another language are reviewed by the Child Study Team to determine if additional testing is required. The review includes classroom observations to verify the student’s ability to succeed academically in a traditional classroom setting, as well as follow up conversations with the family.
- **Counseling:** To meet the needs of our students, a social worker has regular sessions with students to meet the needs of their IEP. Similarly, the social worker also meets with students identified as “at risk” and in need of additional support throughout the school day. Our full-time school nurse is onsite daily to support the health and wellness needs of our students. The school nurse not only works with students when they have medical concerns but also works proactively to provide health education programs such as our dental and vision days for students and families.

Furthermore, to ensure families are aware of our commitment to serve all students, our marketing materials expressly say that students with special needs are welcome at our school.

In regards to social and emotional specific supports, our leaders have recently been trained to use the program RULER and we will be implementing the program within our schools in the 21-22 school year.

- c) Fill in the requested information in Table 4 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 4: Discipline Environment 2020-2021

Grade Level	Number of students enrolled (as of Oct. 15, 2020)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	106	0	0
1	148	0	0
2	150	0	0
3	156	0	0
4	124	0	0
5	87	0	0
6	86	0	0
7	60	0	0
8	72	0	0
9	65	0	0
10	-	-	-
11	-	-	-
12	-	-	-

2.2. Family and Community Engagement

- a) 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, virtual, hybrid, etc.

Academic

- Daily & weekly communications: Ongoing and regular contact between school staff and parents, including having in person supply pick-up, google classroom usage, and class dojo. Parents are also provided with the personal cell phone number for each teacher at the beginning of the school year to use at any time for additional questions and support
- Meet Your Teacher/Back to School Night: An exciting opportunity to welcome Camden Prep families back to school and mix and mingle with their child’s teachers and new classmates. Due to COVID, this was conducted over zoom this year

- Report card nights: Three conferences throughout the school year that offer Camden Prep parents an opportunity to meet with their child’s teachers and discuss academic progress. Due to COVID these were executed by teachers via Zoom.
- Student Attendance support: Daily and weekly systems to support high-risk families in getting their child to school each day on time (e.g., wake up phone calls, home visits, etc.)

Family Support

- Food bank coordination: Facilitating connections between high-need families and food resources in the community
- Meet Your Teacher/Back to School Night – An exciting opportunity to welcome families back to school and meet their child’s teachers. This event was conducted virtually in 20-21 at all schools.
- Parent University – New and interested returning parents attend a multi-part series prior to the start of the school year to obtain an overview of Camden Prep’s history, mission, policies, and systems (i.e. academics, college prep, etc.). This event was conducted virtually in 20-21 at all schools.

Social Events

Due to COVID-19 safety requirements, we were extremely limited in how we could engage in social events with scholars. However, we worked to meet social needs by:

- We hosted virtual celebrations for scholars for the 100th day of school and Black History Month and also had community circle virtually throughout both hybrid and remote learning.
- Parent Appreciation Week: Week-long celebration of parents that includes student-created gifts, school paraphernalia, and a mid-week ceremony recognizing all Camden Prep parents
- We hosted Kindergarten and Fourth Grade Graduation Ceremonies to celebrate our scholars’ achievements and growth.
- Campus-specific cultural celebrations – students put on performances for parents showcasing academic learning via performing arts techniques. These celebrations and performances were recorded over zoom and compiled into videos that were shared with staff and families.
- Parent Appreciation Week – several activities are planned for parents throughout this dedicated week to show our appreciation of their partnership. These activities/events were conducted in a hybrid model at our schools. Appreciation events were held virtually over zoom. Additionally, parents were invited to come to the school in-person to receive appreciation gifts and celebrations from our school staffs.

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

Parent engagement is a crucial part of Camden Prep’s mission and goals as it allows us to come together in partnership to amplify the voices of our community through organized parent groups. Due to COVID-19 safety requirements, parent-led activities were limited; however, parent groups

conducted activities to connect families to social services, voter registration resources as well as organized and participated in community service events in the broader community.

- A. Fill in the requested information in Tables 5 and 6, below, regarding community involvement. Add or delete rows as necessary.

Table 5: Community Involvement with Educational Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Camden City School District	Renaissance School Partnership Parent Resources	Partners with the Camden School District to serve the Whitman Park, Liberty Park, and Parkside communities. Participated in citywide universal enrollment system and continued participation in citywide family engagement campaigns. Participate in bi-weekly meetings to share COVID-19 response plans and best practices.
Renaissance Partners – KIPP and Mastery	Parent Leadership	Worked with KIPP and Mastery to educate and mobilize parents around advocacy issues and share best practices for engaging parents in their children’s education. Participated in bi-weekly roundtable meeting and working groups to share best practices related to enrollment, parent advocacy/community outreach, transportation and special education issues.

Table 6: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Office of the Mayor, City of Camden	City & Neighborhood Community Initiatives	Collaborated to host information meetings with community leaders. Partnered to allow community organizations to use school facilities for citywide programs.

		Partnered to organize citywide vaccination clinic and educational resources.
United Neighbors of Whitman Park	Neighborhood Community Initiatives	Hosted and volunteered at community events as well as donated food to children of Whitman Park at various events.
Whitman Park Youth Development Group	Neighborhood Community Initiatives	Sponsored neighborhood sports teams, including registration fees, uniforms, transportation to games.
Center for Family Services, Acelero Learning Inc, Respond Inc., Mi Casita	Parent Workshops	Presentations to families about student enrollment and social service resources, including job readiness, financial literacy, etc.
Faith-Based Leaders	Neighborhood Community Initiatives Family Support Services	Worked with faith-based leaders on community partnerships focused on improving the neighborhood. Partnered to support students and their families with social service needs as a way to increase school attendance and improve student achievement, including workshops for parents, uniform and school supply drives.
Marine Corps Toys for Tots	Family Support Services	Partnered to donate holiday toys to over 200 families.
Woodland Community Development Corporation	Family Support Services	Partnered to provide social services to over 250 families, including food baskets, toys, and warm coats.
Local Healthcare Providers - Camden Coalition and CamCare	Vaccine Access and Education	Partnered to provide COVID-19 vaccine access and resources to teachers, families and community residents, including virtual town halls and in-person vaccination clinics.

B. Briefly describe how the educational and community partnerships established furthers the school’s mission and goals.

Camden Prep recognizes that a model for success cannot be achieved by teachers and students in the classroom alone. By establishing relationships with educational and community organizations, we can concentrate on the development of the whole child. Camden Prep has established strong relationships with educational and community organizations in Camden and they have been essential in supporting and improving student achievement. Camden Prep believes the relationship with the community is a critical component to the success of its schools. We remain dedicated to working with our community to address the diverse needs of our students.

Board Governance

- a) Fill in the requested information in Table 7 below regarding the renaissance school project's board of trustees.

Table 7: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Training
Lindsay Kruse	8/31/14	6/30/2022	President	lindskruse@gmail.com	2/15/2012	4/21/2021
Robert Howitt	8/31/14	6/30/2022	Vice President	WKBJ@att.net	10/26/2011	3/13/2018
Julie Jackson	8/31/14	6/30/2022	Secretary	jjackson@uncommonschoools.org	8/3/2017	Exempt
Joseph Mangini	1/23/17	6/30/2022	Member	Joseph.Mangini@gs.com	2/28/2017	5/18/2021
Cassetta Perry	9/18/17	6/30/2022	Member	Yvettejones41@gmail.com	12/21/2016	5/27/2021
Janellen Duffy	5/21/18	6/30/2022	Member	janellen.duffy@jerseycan.org	10/17/2018	5/7/2021
Floyd White	8/15/19	6/30/2022	Member	1500sed@verizon.net	12/10/2019	5/27/2021

- b) As **Appendix E**, provide a signed assurance that the board of trustees operates in accordance with the School Ethics Act, *N.J.S.A. 18A:12-21, et seq.*, and the Open Public Meetings Act, *N.J.S.A. 10:4-6, et seq.*

- c) As **Appendix F**, provide a copy of any amendments to the bylaws the board of trustees adopted during the 2020-2021 school year.

N/A - there haven't been any updates to the Board bylaws

- d) 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://camdenprep.uncommonschoools.org/board-of-trustees/>

- e) Please identify the number of board members required by the renaissance school project's bylaws.

11 board members are allowed by the renaissance school project's bylaws.

Enrollment

- a) Fill in the requested information in below with enrollment information for each grade level by site. Please complete a separate chart for each site that will be operating in 2021-2022. Please add an additional chart for each additional site.

Table 8: Enrollment for Site 1

Site 1 Camden Prep Enrollment

Grade	Enrollment Count on Last Day of the 2020-2021 School Year	Projected Enrollment for the 2021-2022 School Year
Kindergarten	103	120
Grade 1	148	120
Grade 2	145	150
Grade 3	153	150
Grade 4	123	165
Grade 5	81	120
Grade 6	82	90
Grade 7	57	90
Grade 8	57	60
Grade 9	65	90
Grade 10	-	60
Grade 11	-	
Grade 12	-	
Total	1014	1215

- b) Fill in the requested information in Table 9 below for the total enrollment and revenue of all school sites. If final fiscal year funding from Camden City School District is unavailable please provide the anticipated final funding amount.

Table 9: Total Enrollment and Revenue for all Sites

Final Fiscal Year 21 Total Enrollment for all Sites	1,017.7
Final Funding from Camden City School District Fiscal Year 21	\$18,618,908
Final Fiscal Year 21 Enrollment for non-resident district students	2
Final Fiscal Year 21 non-resident enrollment tuition received	\$0
Projected Fiscal Year 22 Total Enrollment for all Sites	1,120*
Projected Funding from Camden City School District Fiscal Year 22	\$21,848,888
Projected Fiscal Year 22 Enrollment for non-resident district students	2
Projected Fiscal Year 22 non-resident enrollment tuition received	\$0

*There are enrollment targets set which are higher than the budgeted enrollment. The budgeted enrollment takes into account attrition and milestones during the school year and represents the FTE (full time equivalent) projected enrollment.

- c) Describe how the school monitors and minimizes attrition rates to ensure stable enrollment. (Please limit your response to a 1-page maximum.)

Facilities

5.1. Funding

- a) Describe any anticipated change(s) in the renaissance school project's facility financing.
Camden Prep does not anticipate any changes.
- b) Are all the renaissance school project's facilities funded at ninety-five percent of the per-pupil amount? If no, please describe.
Yes.

5.2 Structural Changes

- a) List renaissance school project sites that will be undergoing construction between July 2021 and June 2022.

We expect to start building the Camden Prep High School in winter of 2021-2022.

- b) Provide assurances that site plans and/or substantial reconstruction plans have been submitted to the Department for each site.

Not applicable.

- c) Please provide details of any modifications to existing site plans and/or substantial reconstruction plans that have been submitted to the Department. ***If there are no modifications to the existing plans, simply indicate that here by writing “N/A” next to numbers 1-4.***

1. Provide the facility name and address.
2. Provide a description of changes/modifications to the facility(ies).
3. Provide assurances that the facility meets regulations pertaining to the health and safety of pupils, per *N.J.S.A. 18A:36C-4.b(11)*.
4. As **Appendix G**, provide a revised timeline for implementing the changes.

Not applicable.

File Naming Convention

Table 10: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	<u>Appendix A Curriculum Statement of Assurance</u>
Appendix B	<u>Appendix B Organizational Chart</u>
Appendix C	Appendix C Staff List - This information was submitted to NJSMART as part of the June 30th SMID Snapshot.
Appendix D	<u>Appendix D 2020 – 2021 School Calendar</u>
Appendix E	<u>Appendix E Board Statement of Assurance</u>
Appendix F	Appendix F Amendments to Bylaws - Not Applicable
Appendix G	Appendix G Facilities Timeline - Not Applicable

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

Signature of School Official (School Lead):

Date: 8/13/2021

Print Full Name: Cynthia Leger

Title: Managing Director of Operations

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

Date: 8/13/2021

Print Full Name: Lindsay Kruse

Title: Board Chair

Appendix A
Curriculum Statement of Assurance
Incorporation of NJ State Core Curriculum Content Standards

In accordance with the Core Curriculum Content Standards regulations specified in N.J.A.C. 6:8-1.1, 8-2.1 and 3-3.1, Uncommon Schools' teachers and instructional leaders developed the school's curricula directly from the NJ State Core Curriculum Content Standards (NJCCCS) through a common, network-wide approach.

I attest to the accuracy of the information provided in the table above in meeting the existing state regulations.

Signature of School Official (School Lead):

Date: August 6, 2021

Print Full Name: Cynthia Leger

Title: Managing Director of Operations

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

Date: August 13, 2021

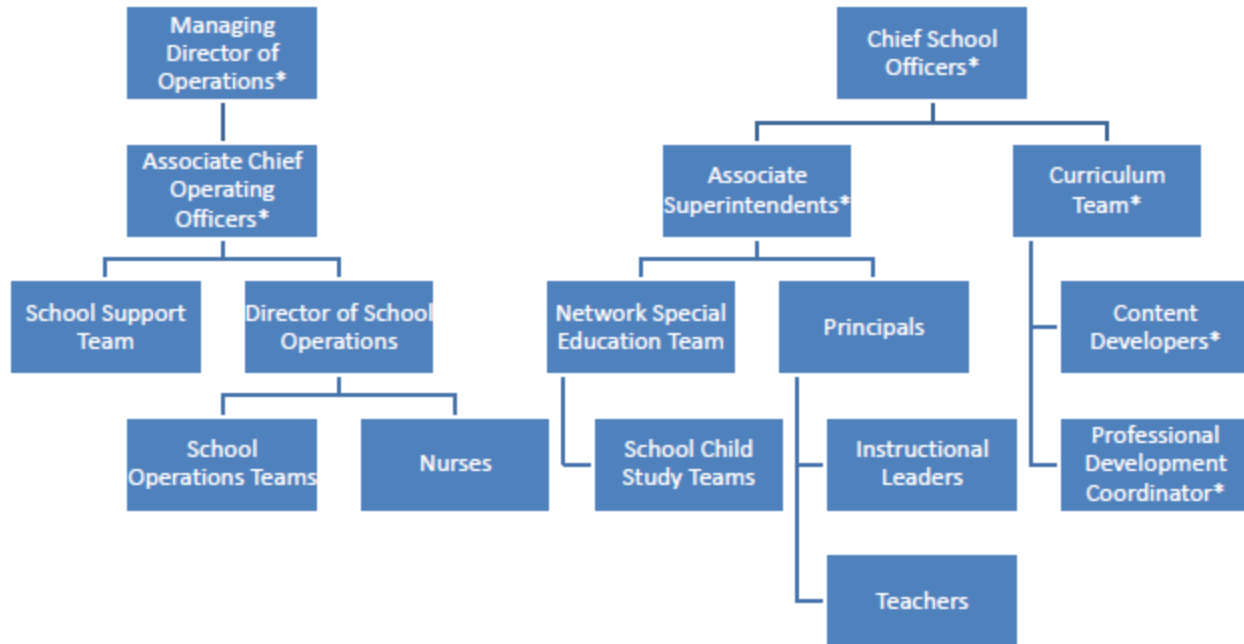
Print Full Name: Lindsay Kruse

Title: Board Chair

CAMDEN PREP

ELEMENTARY, MIDDLE & HIGH SCHOOL

2020 – 2021 Organizational Chart



2021-2022 School Calendar

August 2021 *(7 school days)***23: First Day of School**

23: Regional Board of Trustees Meeting

September 2021 *(21 school days)*

6: Labor Day, School Closed

20: Regional Board of Trustees Meeting

October 2021 *(20 school days)*

11: Indigenous People's Day, School Closed

November 2021 *(19 school days)*

24-26: Thanksgiving, Schools Closed

29: Regional Board of Trustees Meeting

December 2021 *(13 school days)*

20-31: Winter Break, Schools Closed

January 2022 *(20 school days)***3: Return to School**

17: MLK Day, Schools Closed

24: Regional Board of Trustees Meeting

February 2022 *(18 school days)*

21-22: President's Day, Schools Closed

March 2022 *(23 school days)*

14: Regional Board of Trustees Meeting

April 2022 *(16 school days)*

11-15: Spring Break, Schools Closed

May 2022 *(21 school days)*

16: Regional Board of Trustees Meeting

30: Memorial Day, Schools Closed

June 2022 *(8 school days)***10: Last Day of School**

20: Regional Board of Trustees Meeting

TOTAL: 186 days

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: August 6, 2021

Print Full Name: Cynthia Leger

Title: Managing Director of Operations

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

Date: August 13, 2021

Print Full Name: Lindsay Kruse

Title: Board Chair