

Central Jersey College Prep Charter School New Brunswick Satellite Campus – Project Narrative

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Introduction to Central Jersey College Prep Charter School

A recipient of the **2016 Blue Ribbon Award**, Central Jersey College Prep Charter School (CJCP) (www.cjcollegeprep.org) is a K-12 charter school offering comprehensive college prep curriculum. CJCP is not affiliated with any partner organization or charter management organization. The mission of CJCP is to prepare its students for post-secondary education and beyond with the necessary skills and knowledge they need to intellectually and emotionally reach their maximum potential. According to its charter, CJCP's attendance zone includes Franklin Township, New Brunswick City, and North Brunswick Township, New Jersey.

The educational program at CJCP is specifically designed to give all students a consistent, and high-level exposure to the college-prep curriculum. Through the integration of rigorous, on-going professional learning activities for our teachers, the focus on college-prep is evident and visible in daily classroom instruction as well as extracurricular activities. Teachers have specific learning plans focused on specific strategies designed to increase preparation for post-secondary education. CJCP fosters a collaborative teaching environment through Professional Learning Communities, integrated lesson plans, and interdisciplinary activities for a holistic learning outcome, which helps address the needs of each and every student. CJCP implements rigorous, research-based, field-tested, and technology-enriched curriculum coupled with distinct and innovative organizational practices. Here are some highlight programs of the curriculum at CJCP:

- Everyday Mathematics (Problem-based math curriculum for grades K through 5)
- Pearson Science (Inquiry-based science curriculum for grades 6-12)
- Pearson Realize Math for Grades 6-12
- College Courses through Advanced Placement and Dual Enrollment Program with Raritan Valley Community College (RVCC)

The College Prep Model at CJCP has many facets to help prepare all students for successful admission into a 4-year institution of higher learning. The success of our program is shown by our 2016-17 Post Secondary Enrollment rate of CJCP graduates after 16 months; this is 84% as reported in the 2016-17 NJDOE CJCP School Performance Report, p.40 (Appendix E). Valuable information and one-on-one help is given to students from dedicated high school counselors, teachers, and small group mentors in the College Mentorship Program (college graduated CJCP faculty and staff) for all the following tasks:

- College standardized test preparation (SAT and ACT)
 - All 9th and 10th grade students take PSAT for a baseline
 - SAT-focused high school elective courses
 - Practice and actual SAT tests are offered at the school during out-of-school time
- College selection and admissions counseling
- Career counseling
- Scholarship search
- Assistance with Financial Aid forms
 - Counselors hold Parent Nights especially for this topic
- College application assistance
- Course selection guidance
- College campus visits
- Instant decision days by local colleges

Innovative instructional and organizational practices implemented at CJCP include but not limited to:

- a) Increased technology integration
 - One-to-one Chromebook program
 - Interactive smartboards in each class

- Electronic textbooks
- b) High-school level science and math courses as well as pre-AP courses for ELA students offered in the middle school to increase opportunities for students to take Advanced Placement classes
- c) Structured small group intervention to ensure all students learn and meet the expectations
- d) Low student-teacher ratio: 11 to 1 for the school year 2016-17
- e) Small class sizes averaging 14 for the school year 2016-17
- f) College Mentorship Program to help students better prepare for high-ranking universities and colleges

The implementation of these instructional techniques has led us to our fifth consecutive year with 100% graduation rate and 100% acceptance rate into four-year colleges and universities. In addition, CJCP has closed the achievement gap and produced higher test scores for all students in the state and national assessments. Consequently, CJCP has been granted following recognitions:

- Recipient of the National Blue Ribbon Award, 2016
- Designation of High Performing Title I Reward Schools, 2014-15
- Recipient of the Title I School Rewards Grant, 2014-15
- Recipient of Bronze Award by US News' Top US High Schools, 2015
- Designation of a Top Ten Middle School by JerseyCAN, 2013-14

CJCP Curriculum Details

CJCP offers a comprehensive curriculum that is aligned to the Common Core Standards and New Jersey Student Learning Standards. CJCP provides its teachers with the tools needed to meet the high expectations that are set forth in the math and English Language Arts standards. This also includes a rigorous science and social studies curriculum that is aligned with the Next Generation Science Standards and New Jersey Social Studies Standards. CJCP's curriculum is focused on essential student understanding where we ask the question: what is it that we want our students to be able to do at the end of each course and how can they apply that in their future endeavors? This is our focal point as we lay the foundation for each curriculum. We rely heavily on the integration of ELA and math skills across our entire curriculum, with all subjects working together to foster student achievement on NJ standardized assessments PARCC (Partnership for Assessment and Readiness of College and Career) and college aptitude tests, SAT and ACT. We have implemented a 21st century classroom where all students, grade 6 and above, are equipped with Chromebooks. Elementary level students classrooms are equipped with a classroom set of iPad type devices. Students of every grade have access to digital textbooks, online apps and resources in addition to the utilization of Smart Board technology, flipped classroom and Google classroom, that altogether, create a technology driven environment. The integration of all of these components not only better prepares our students for what they will experience in college, but develops a balance between direct instruction and student-directed learning to assist in managing the rigor of the curriculum and ensure achievement. Our ELA curriculum focuses on students' comprehension skills, writing, and the ability to apply these skills in all aspects of their academics. In an effort to properly prepare our students for the first PARCC assessment in 2015, teachers were given the tools and technology to craft the curriculum to meet these high demands. Students engage in weekly writing prompts that reflect various genres and styles that are scored by the teacher based on the PARCC rubric. Data from these formative assessments is interpreted by teachers and administrators to track student growth and to ensure that

students' individual needs are met. Teachers were provided professional development and guidance as they worked to infuse the PARCC strategies into their existing units of study. The ELA curriculum also focuses on sample SAT questions as well as strategies to boost student scores. One of the unique features of our curriculum is the presence of student-driven independent reading. Students are required to read at least twenty minutes daily and are assessed in terms of their comprehension through an online reading system.

Our math curriculum follows the direct alignment and pacing of Common Core Standards. Our middle school students in grades 6 take a Math 6 or Pre-Algebra course as determined by a placement test. In 7th grade, students are placed in either Pre-Algebra or Algebra I and then move on to either Algebra I or Geometry in grade 8. By freshman year, students on the honor track are taking Algebra II while the remaining students take Geometry. This allows our students options for taking multiple advanced math courses during high school such as Pre-Calculus, Statistics, AP Calculus and AP Statistics and RVCC (Raritan Valley Community College) dual credit PreCalculus. Our math curriculum relies on both instructional classroom teaching in addition to the integration of a flipped classroom. This allows our teachers more time to focus on guiding student achievement while giving them the tools to meet the rigorous pacing of the math Common Core Standards.

Both the middle school and high school social studies curriculum are aligned to the NJ Student Learning Standards and rely heavily on the infusion of the ELA Common Core Standards. Starting in middle school, students follow the sequential layout for the social studies courses. Once students reach their freshman year, they are able to enroll in an AP level history course, with additional AP social studies courses available over the next three years. Student writing and analysis of complex texts is emphasized in the curriculum, thus preparing students for the PARCC and SAT tests.

We have redesigned our science curriculum to align with the Next Generation Science Standards (NGSS). This new curriculum design uses spiraled learning and allows science courses at all levels to

refer back to foundation skills that will be taught and reinforced throughout each unit of study. As our teachers prepare for this transition, they are afforded every opportunity for professional development as they learn and research the levels that are required for these new standards. Our science curriculum requires the integration of the ELA standards as writing and text analysis serve as important components within their curriculum, with a heavy emphasis on these skills in our AP Biology, AP Chemistry, and AP Environmental Science courses. As early as their sophomore year, students have the opportunity to take a science AP course that will ensure that they will graduate well prepared for collegiate-level rigor and potential majors and careers in the STEM field.

High-quality Instruction at CJCP

Increased Technology Integration: One-to-one technology is a major component of Central Jersey College Prep Charter School classrooms where teachers no longer function as the sole source of the content knowledge. Instead, learning at CJCP becomes more interactive with shared responsibility between students and teachers. In CJCP's classroom, teachers become facilitators while students are held accountable to play a more active role in the learning process. Studies largely showed that one-to-one technology initiatives made a positive impact on the teacher pedagogy, student learning experience, classroom behavior management, and achievement results (Keppler et al., 2014 & Rosen, 2012). In addition, families from low socioeconomic background and minority are less likely to afford a computer and internet access at home, and so possibly lack of the required knowledge and skills to meaningfully utilize these resources (Ritzhaupt et al., 2013). CJCP's implementation of one-to-one technology program presents a potential to address disadvantages facing students from minority and low-income families in increasing their technology literacy, which will eventually translate into increased student achievement and closure of achievement gap.

Through the one-to-one technology program, CJCP is able to offer interactive electronic textbooks for all subjects. Using unique features of the technology, teachers can also design and implement individualized instructions that eliminate the personal differences among the students for quality instruction. Students use and explore instructional software programs in or out of the classroom to expand their knowledge and skills and have a better grasp of the learning objectives. CJCP's teachers use technology to introduce, reinforce, extend, enrich, assess, and remediate student mastery of learning objectives. Students use computers to design their own product by employing word-processing, database, presentation and graphic software. Every upper school student has a Chromebook and assignments and assessments are online-based. One-to-one technology program at CJCP also empowers students to produce higher quality work, and allows them to express their ideas with creative illustrations and demonstrations to teachers as well as their classmates. Teachers at CJCP use Google Apps for Education and Google Classroom on a daily basis to facilitate their classroom in a better collaborative way. Other online resources include: Triand, EdConnect, Test Wizard, Pearson, EdPuzzle, Socrative, Virtual Labs, and Padlet. These technology-based resources appeal to different learners, as well as help to prepare students for the PARCC exam. For instance, classroom teachers can use Triand and Study Island to administer quarterly BAT tests (see below). These two programs allow instructors to align questions to Common Core Standards, assess student understanding of standards, and collect data to help drive instruction in the classroom.

Extended Opportunities for Advancement: Central Jersey College Prep Charter School offers high school courses in math and science at the middle school level. This in turn allows for increased participation in honors, advanced placement, and college level courses during the high school years, which is in direct alignment with the mission of the school.

Data-driven Instruction, BAT, & Remediation: Teachers and administration at CJCP heavily rely on data-driven instruction, which focuses student learning on specific areas that need additional

attention. The faculty work collaboratively to analyze student Benchmark Assessment Tests (BAT) results. This data allows the teachers to pinpoint areas of student weakness and devise an action plan to provide supplemental instruction to re-teach the course material. The BATs are given four times a year at the end of each marking. Each BAT is cumulative of the work done since the beginning of the school year. After the teachers have analyzed the data, identified the weak areas, and developed an action plan to be implemented with the students, appropriate remediation plan is made and implemented. This model of data analysis, action planning, and re-teaching will allow the school administration and teachers to monitor and track student progress as well as ensure that all students learn and meet expectations. The school's instructional team identifies and addresses the academic needs of each student throughout the school year. Students are tiered into categories based on their performance indicators and assigned to intervention or enrichment sessions as needed. Level 1 students are referred to the Title I program for academically at-risk students, also referred to Response to Intervention (RtI) program. The RtI program at Central Jersey College Prep Charter School is innovative and consists of the following two components: 1) Students are placed in additional remedial courses in math and ELA throughout the school day in addition to their typical course loads. 2) They are given one-on-one or small group tutoring during the intervention hours as part of their daily schedule. This additional instruction allows for 10 hours or more of instruction in each math and ELA per week for these struggling students. Our Level 2 and 3 students are assigned to tutoring or RtI services based on their performance levels from benchmark assessments and running records. Throughout the marking period, these students are continually tracked by their teachers, the guidance department and administration to ensure student growth, as well as to implement additional intervention strategies as needed.

Small Learning Community: Another component of the Central Jersey College Prep Charter School's instructional infrastructure is the small classroom size and low student-teacher ratio. The average

class size at CJCP was 18, coupled with a 10.5:1 student-teacher ratio during the 2016-17 school year. Studies reported that: (a) students who were taught in smaller classes posted higher test scores, as a result of receiving more individual attention from teachers in smaller classes (Merritt et al., 2011 & Shin et al., 2011), (b) smaller classes present an opportunity for increased learning and less behavioral problems due to increased interaction between the students and teachers in smaller classes (Blatchford et al., 2011), and (c) minorities benefit more from being in smaller classes for the long run (Konstantopolous, 2009). Coupled with the small classroom size, the low student-to-teacher ratio helps yield positive outcome and helps close the achievement gap for struggling students (Schwartz, 2012). Consistent with studies, the small class size and low student-to-teacher ratio at CJCP allows for more individualized student attention and the ability to track student growth and progress on a personal level. Instructional Strategies: Along with harnessing technology and the implementation of the aforementioned instructional programs, teachers at CJCP also use effective pedagogy. CJCP teachers employ following strategies to ensure proper implementation of its curriculum aimed at improving student learning:

- Project-Based Instruction
- Interdisciplinary Learning
- Alternative Assessments
- Contextual Learning
- Direct Instruction
- Higher Order Thinking
- Inquiry-Based Curriculum
- Integrating Science with Non-Science Curricula
- Multi-Sensory Approach to Learning
- Multiple Intelligence Learning Models

In each classroom, CJCP teachers use a wide variety of instructional approaches and methods. For example, the mathematics department regularly uses tiered-instructional process techniques by assigning homework at the individual level of each student. This method allows students to practice skills that need to be improved upon instead of having students all work at the same level, which may

be detrimental to a student's understanding and growth. In all departments, instructors differentiate instruction by conducting informal assessments throughout lessons to gauge student understanding. Informal assessments, such as Socratic Seminars, Accountable Talk, Self and Peer Evaluations, and Pair/Share are practiced by all. The English Department frequently uses the Write/Pair/Share check for understanding method. This allows students to individually write responses and then discuss with a classmate to share ideas. It also facilitates higher-order thinking by allowing students to demonstrate individual understanding and evaluate the ideas of their peers.

Family and Community Engagement at CJCP

Central Jersey College Prep believes in the power of the student-teacher-parent triad for maximizing student achievement, so much so that there are three parents on the Board of Trustees, two former graduates and one current student. Input from parents and community members on school operations is valued by CJCP teachers and administration. Administrators are always available through email, phone, and by appointment for parents. All Board meetings are open public meetings as permitted by NJ public charter school laws and regulations and public comment is welcomed. The PTSO meets with school administrators regularly to bring up concerns or collaborate on projects. The school adheres to (Section 4303(f)(1)(C)(i)(II) of the ESEA including all Title I parent involvement requirements. CJCP uses online parent portals to constantly update parents on their child's academic standing, assignments, and future plans for every course. Teacher's are in touch through emails, phone, and appointments along with parent-teacher conferences. Our administration has always emphasized reaching out to parents who are too busy, or for whatever reason cannot physically come to the school site, through home visits. The ultimate goal of these visits is to forge stronger relationships between the school and hard-to-reach parents. Home visits are used to discuss the school's educational program, personally deliver student assessment results, address any concerns

either from the school, the student, or the parents, and to continue to demonstrate an individualized approach to each student. The administration has suggested teachers to make home visits to receptive parents at the beginning of the school year. Parents are encouraged to get involved at the school through our active PTSO, volunteering for clubs, field trips, or other events held at school including career day speaking and dances. Extracurricular clubs include: Robotics, Science & Engineering Fair, Science Olympiad, Model UN, Geography Bee, Spelling Bee, Mathcounts, Debate Club, and more.

Numerous parent and families events are held throughout the school year including:

1. Parent and student orientations for new students in grades 6 – 12. Topics covered: Student Handbook and Code of Conduct, Schedules, Mealtime application for lunch, Locker Assignments, School Tour, Student Database Account Info, and Chromebook Distribution
2. Family orientations for all Kindergarten: Students and parents met with the teachers, toured the classroom and the school, and received necessary information for the start of the school year
3. Back to School Night: Parents met with teachers and learned about teacher expectations and classroom procedures
4. Parent Teacher Conferences: 3 times per year or by appointment
5. Home visits of staff to family's homes: team of teachers and counselors would visit homes of students to build positive school-home partnership
6. Monthly School Counselors Workshops: College Readiness, SAT /ACT exams, Dual Enrollment courses through RVCC, and FAFSA and Financial Aid for college
7. International Night: parents and community members were invited to participate in celebrating diversity and culture backgrounds.
8. Winter and Spring Choral and Band Concerts: CJCP band and choir showed off their musical talents

9. Kindergarten graduation
10. Eighth grade graduation and dance
11. HIB training for parents: Parents who volunteer at CJCP received training on how to recognize and respond to HIB
12. Internet Safety Information Night
13. High School graduation
14. Muffins with Mom: Moms were invited to eat breakfast with their children and the teachers
15. Donuts with Dad: Dads were invited to eat breakfast with their children and teachers
16. Grandparents Day: grandparents were invited to class for the morning
17. Clothing / Coat Drive: hosted by the PTSO
18. Thanksgiving Food Drive: parents assisted in gathering donations and delivering them to families in need.

Community Involvement is important at CJCP. The table below is a list of all major community involvement events at the school in 2016-17. Many of these are, or have already been, repeated for the current school year.

COMMUNITY INVOLVEMENT		
Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
<i>Education Institutions:</i>		
Rowan University, Kean University, Princeton University	Admissions Tour	Students participated in college admission tours and information sessions for each institution.
Rider U, NJIT, Mercy College, Seton Hall U,	Admissions Information	Each institution of higher learning sent in a speaker for

Felican College, The College of NJ, and U of Hartford, Berkley College, Bloomfield College		our students (about 150) to learn about their colleges and ask questions; Some of these institutions also held instant decision days for our seniors
Code.org	Experience coding	Annual online event where our CS teacher helps all students experience the “Hour of Code”
<i>Community Institutions:</i>		
Spring Hills at Somerset	Annual Service-Learning Project	CJCPCS partnered with Spring Hills at Somerset, assisted living facility for the elderly, for the fifth year to deliver a service-learning project “Senior Biographies”. Three teachers and all eleventh-grade students (50) participated in three interview sessions and had a final trip to celebrate their lives with them with projects they had prepared.
Red Cross	CJCPCS Red Cross Club	Held Annual Blood Drive at school and Holiday Mail for Heroes event; one staff member and about 10 students
Franklin Township Food Bank	Food Drive	Faculty sponsor and National Honor Society students (27) organized the annual food drive for the needy
Franklin Police Department Officer Dawn Flanders	Assembly Speaker for staff, parents and students	Issues of cyber-bullying and internet safety were presented.
Financial Planner John Galvin	Assembly speaker for parents and students	Financial Aid Information for College Night. Reviewed the process for applying for financial aid and how to get the most out of applying for aid.
Raritan Valley Community College	Assembly Speaker for students and parents	Reviewed important information about how to qualify and enroll in dual credit courses through RVCC
Various community members participate in career day	Career Day	Over 30 local professionals attended an annual career

		<p>day. Students had the opportunity to hear from four different speakers each and learn about their paths to success.</p>
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Discipline at CJCP

All students at Central Jersey College Prep Charter School are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required Code of Conduct or by any disciplinary actions taken by the school. In all instances, CJCP’s policies and procedures governing due process for suspensions and expulsions will follow New Jersey Compilation of School Discipline Laws and Regulations, N.J.S.A. 18A:37-2.

All students at CJCP have the right to feel physically, emotionally, and intellectually safe. CJCP faculty and staff believe in a school environment in which all students have the right to learn. Ideal learning takes place in an atmosphere of mutual respect, high expectations, positive reinforcement, and academic honesty. The education of students involves parents, teachers, administrators, and the students themselves. Discipline is a process of helping students understand what they have done, and teaching them how to correct their behavior. Students are expected to adhere fully to the code of conduct and not urge others to violate any rule of this Code of Conduct (N.J.A.C. 6A: 16-7.1).

There are many mechanisms in place to keep students in the classroom when the need for discipline arises. First and foremost is the proactive measure of the positive school culture, which promotes and rewards good behavior through Positive Behavior Intervention and Supports system (PBIS). The school wide system for discipline consists of “conduct points” that are assigned by teachers for clearly defined “Minor Violations” and “Major Violations” and the consequences when reaching certain levels of points are also clearly defined; for example accruing eight conduct points within a single marking period results in a one full day of in-school suspension. To help students avoid

reaching these levels in the Code of Conduct chart individual teachers have their own classroom management systems that align with or compliment the school wide Code of Conduct, but start at the lowest level. The teachers' individual systems are designed to quickly handle minor behavior problems with the objective of preventing escalation to more serious problems—and preventing assigning conduct points—that would require a out of class consequence, such as in-school suspension or out-of-school suspension.

Absolute Priorities Addressed

The CJCP Project described in this application, “CJCP New Brunswick Satellite Campus” fulfills the absolute priority of the US DE’s Charter Schools Program grant opportunity 84.282E described as, “...to expand opportunities for all students, particularly traditionally underserved students, to attend *charter schools* and meet challenging State academic standards.” Our project also fulfills the absolute priority, “increase the number of *high-quality charter schools* available to students across the United States”. We will accomplish these priorities because we can demonstrate that we are a high-quality charter school with a successful educational model according to the definition in this grant opportunity. Also due to the fact that the state of New Jersey last year granted approval of our charter amendment for expansion to add a new campus, beginning in 2018-19, in New Brunswick—an urban area with a high poverty level and a high Hispanic population that is one of our three home districts. In addition, NJ Department of Education also approved our use of a 2:1 weighted lottery to favor applications from economically-disadvantaged families for the upcoming 2018-19 school year.

CJCP Meets the Definition of a Charter School

Central Jersey College Prep was developed by community members and education professionals in 2006-07 under New Jersey state *Charter School Program Act of 1995 (P.L. 1995 c.*

426, *N.J.S.A.* 18A:36A) that is governed by *New Jersey Administrative Code*, Charter Schools, (*N.J.A.C.* 6A:11); see <http://www.nj.gov/education/chartsch/regs.htm>

New Jersey charter schools are approved public, non-sectarian, elementary and/or secondary charter schools and are publicly funded and accountable—including all the same or comparable auditing requirements—as traditional public schools in NJ. We cannot charge tuition or set academic standards on children for admission. We obtained initial charter approval, two renewals of our charter, and approval of our recent charter amendment for expansion, all at the state level. We are accountable to NJDOE for public charter school regulations which include stringent operations, academic, and fiscal requirements similar to traditional public schools in NJ and the local governance is controlled by the charter school Board of Trustees and not the local resident districts where our students reside. As such, CJCP is exempt from local resident district regulations and instead creates its own local district policies including decisions over budget, operations, and personnel decisions. This allows the necessary leeway to implement innovative instructional practices.

CJCP complies with all the afore-mentioned laws and regulations governing NJ public charter schools and operates under a charter agreement with the NJDOE that must be renewed every five years and contains specific educational objectives that have been agreed to by both parties and information on how student performance is measured. NJDOE provides comprehensive annual School Performance Reports on all NJ public charter schools to the public for review (CJCP 2017 School Performance Report is appended to this application). Students obtain admission to CJCP through a lottery in accordance with NJ laws and regulations and also ESEA 4303(c)(3)(A).

CJCP complies with all federal laws and regulations governing NJ public charter schools addressing federal entitlement grants, anti-discrimination, and records privacy including FERPA, ESEA, IDEA part B, section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title

IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975.

CJCP Meets the Definition of a High-Quality Charter School – Standardized Test Results

CJCP has a solid record of academic growth by students in its program and has been recognized at the local, state, and federal levels for its contributions over the years to the educational advancement of the community. These recognitions include 2016 US DE Blue Ribbon School designation. This student academic growth and achievement includes increased proficiencies in all NJDOE mandated tests proficiency rates and most notably increases for student minority subgroups including, economically-disadvantaged, African American, and Hispanic. State standardized test results for math and ELA show an upward trend.

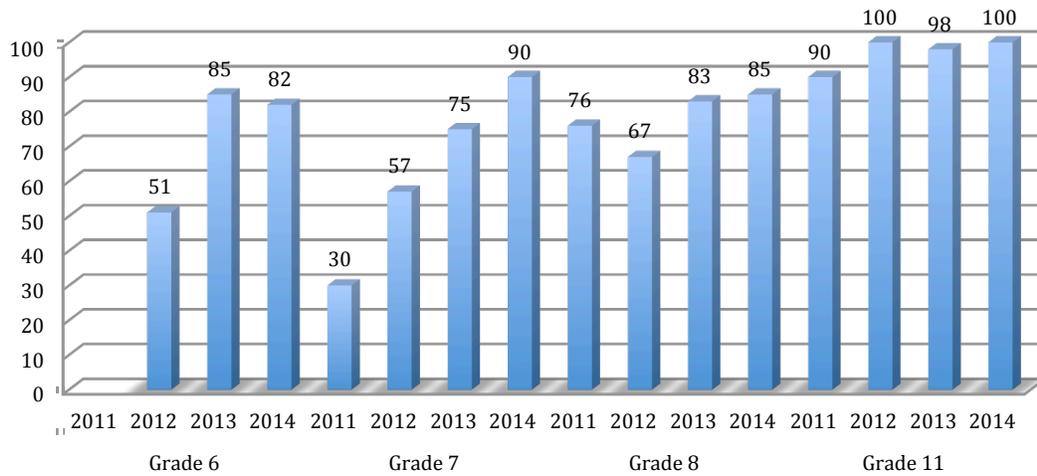
Achievement data for CJCP students shows positive growth over the years, particularly when comparing our school to CJCP's sending districts, Franklin Township, North Brunswick, and New Brunswick. In all categories, CJCP students has out-performed their peers from their sending districts. CJCP has been able to maintain growth and show progress across the board by establishing an intensive and supportive Response to Intervention program that targets students who are not meeting expectations and assists them in closing their individual skill gaps. The RtI coordinator reviews quarterly data, separated by significant sub-groups, to alter programming and create intervention plans tailored for each student. These students work in small groups with teachers to address the specific areas of weakness that they are demonstrating. CJCP also offers advanced tracks for students who are excelling so that they are afforded the opportunity to take higher level classes sooner and move on to college level courses by 9th grade. By using this philosophy of meeting students where they are at, whether that means filling gaps in learning and skills while at the same

time exposing students to a rich and advanced curriculum, CJCP helps its students grow and excel within our school community.

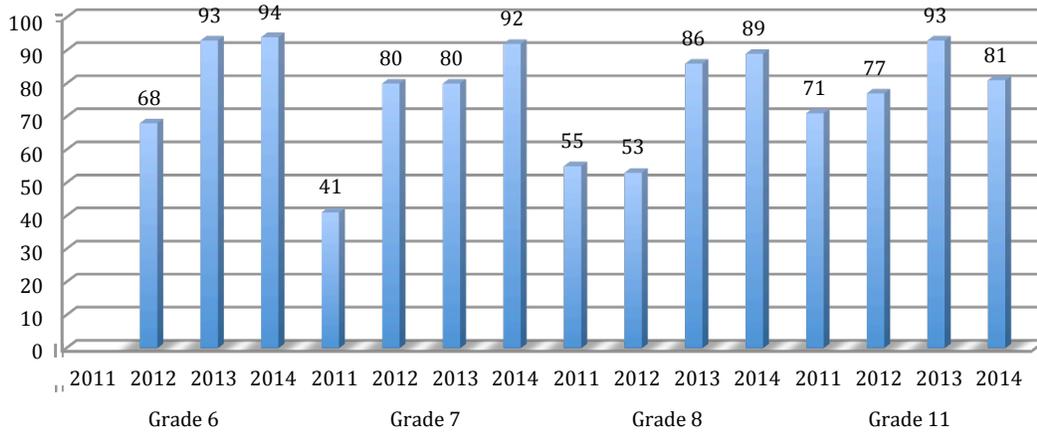
PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 6	73%	84%	79%
ELA 7	80%	92%	94%
ELA 8	90%	98%	90%
ELA 9	67%	86%	80%
ELA 10	63%	69%	73%
ELA 11	51%	77%	82%
MAT 6	69%	78%	69%
MAT 7	72%	67%	90%
MAT 8	69%	N/A	33%
Algebra I	26%	62%	73%
Geometry	54%	52%	41%
Algebra II	21%	61%	46%

The NJDOE changed the test format in 2015 from HSPA/NJASK to PARCC and therefore it is best to consider historical data cutoff at 2015 results. Below are schoolwide results, broken out for ELA and Math, according to grade level and for four years from 2011 to 2014. The data shows great improvements and sustained levels of higher proficiency rates leading to CJCP’s designation of High Performing Title I Reward Schools, 2014-15

4 Years of CJCP NJASK HSPA ELA PROFICIENCY (%)

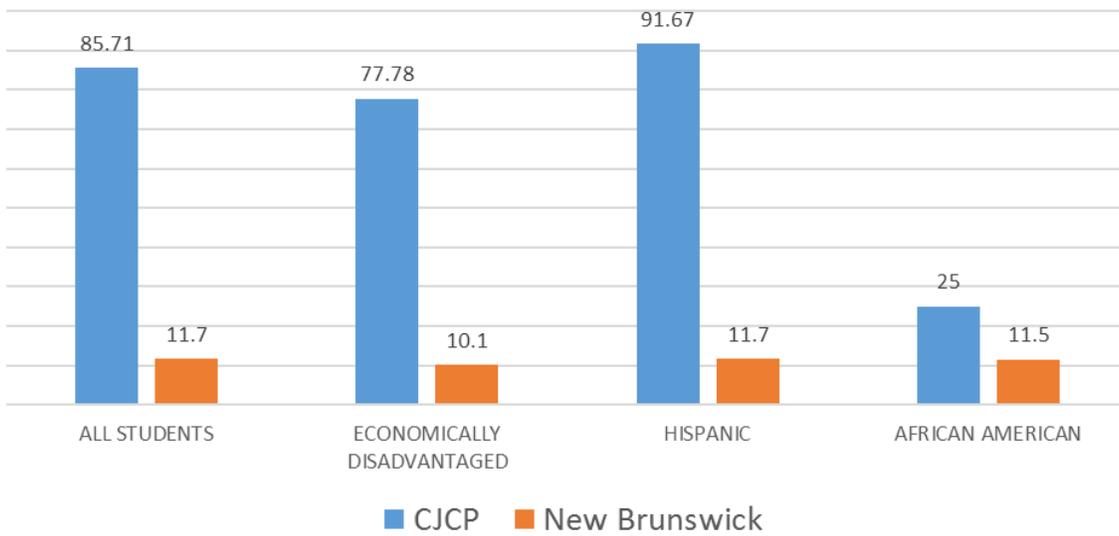


4 Years of CJCP NJASK HSPA MATH PROFICIENCY (%)

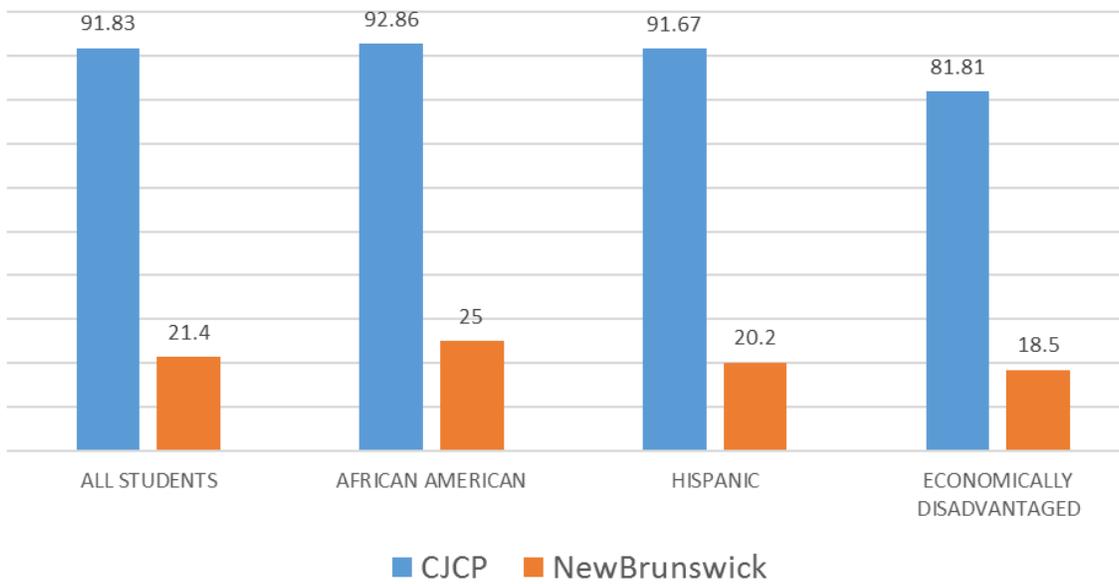


CJCP significantly outperforms the New Brunswick TPS in NJ PARCC standardized test by student subgroups; see graphs from 2015 grade specific results:

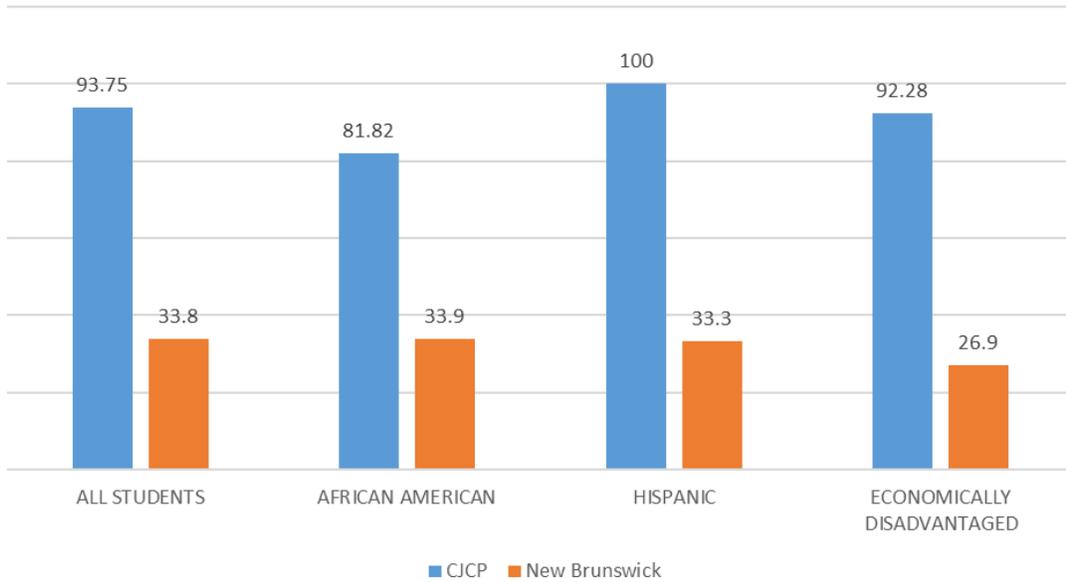
ELA 6 PARCC Result % of Students Scoring Level 4 & 5



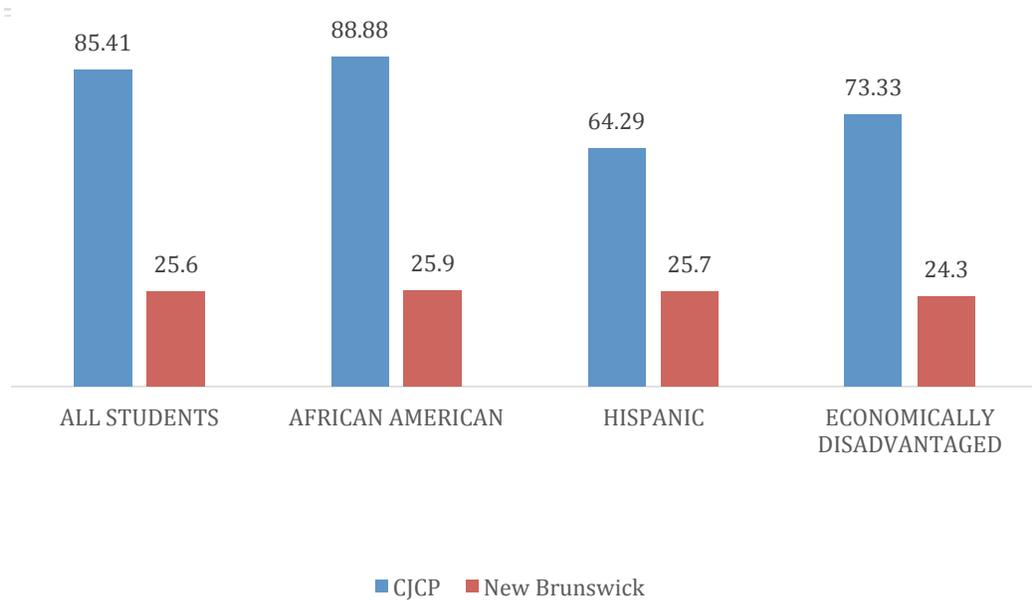
ELA 7 PARCC Result % of Students Scoring Level 4 & 5



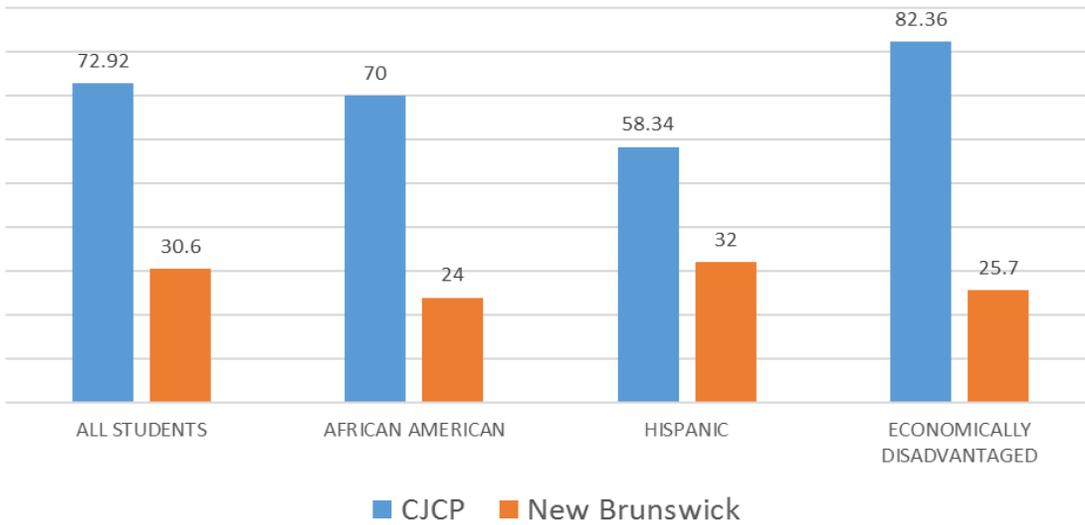
ELA 8 PARCC Result
% of Students Scoring Level 4 & 5



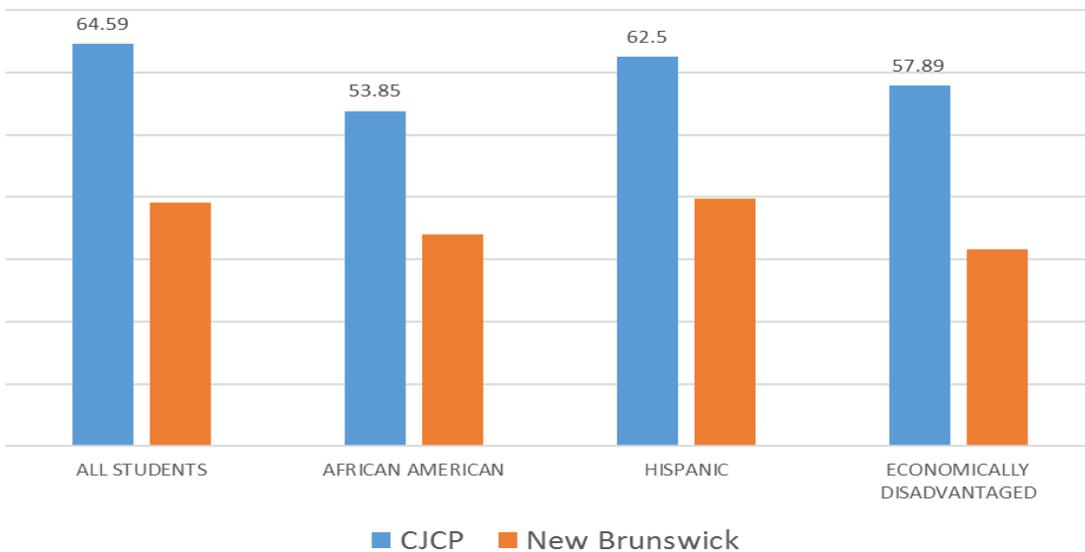
ELA 9 PARCC Result
% of Students Scoring Level 4 & 5



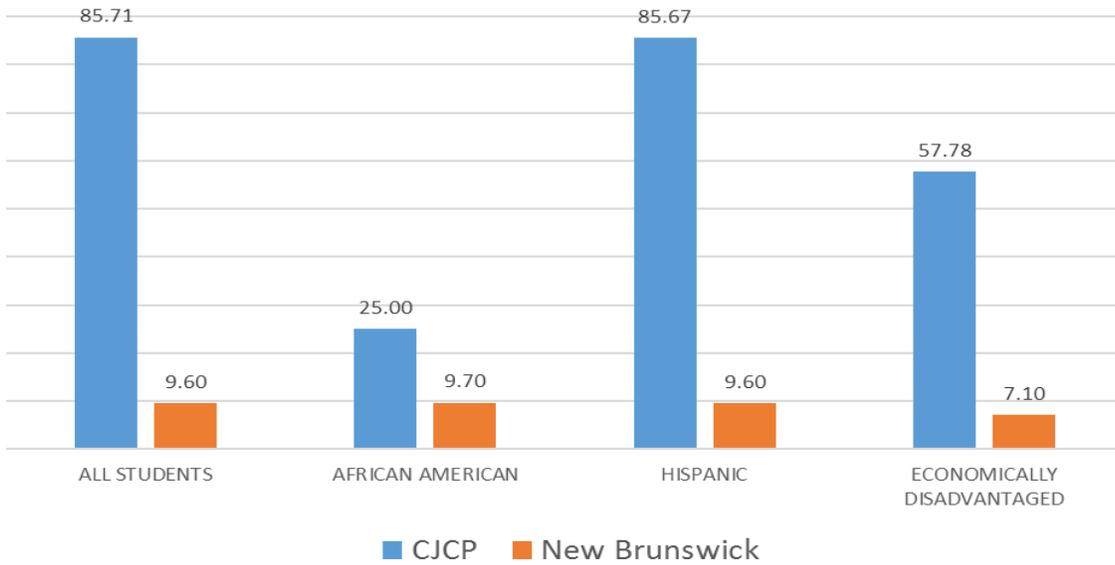
ELA 10 PARCC Result % of Students Scoring Level 4 & 5



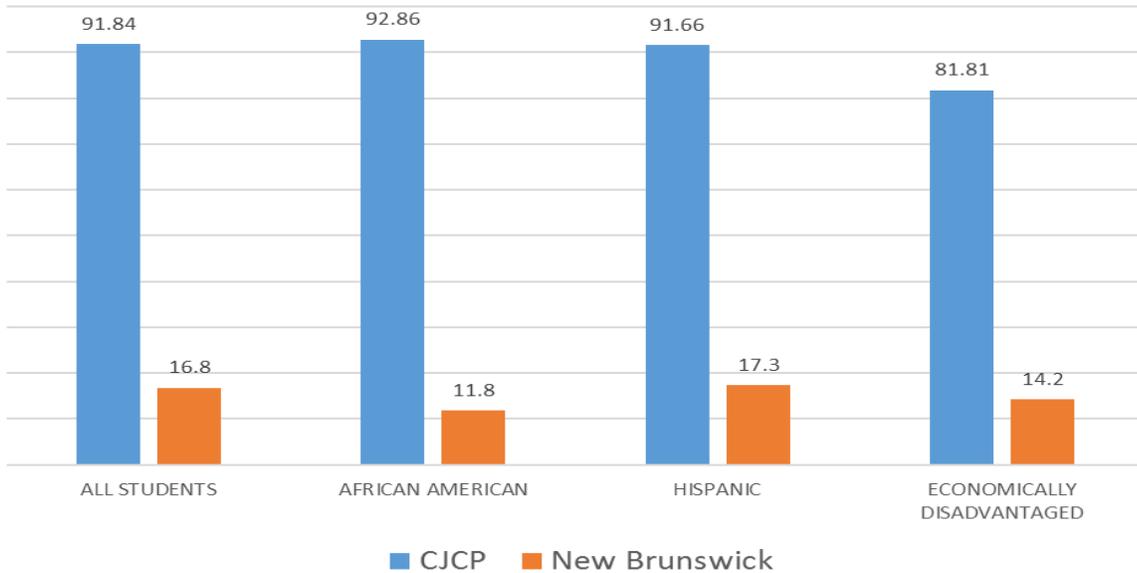
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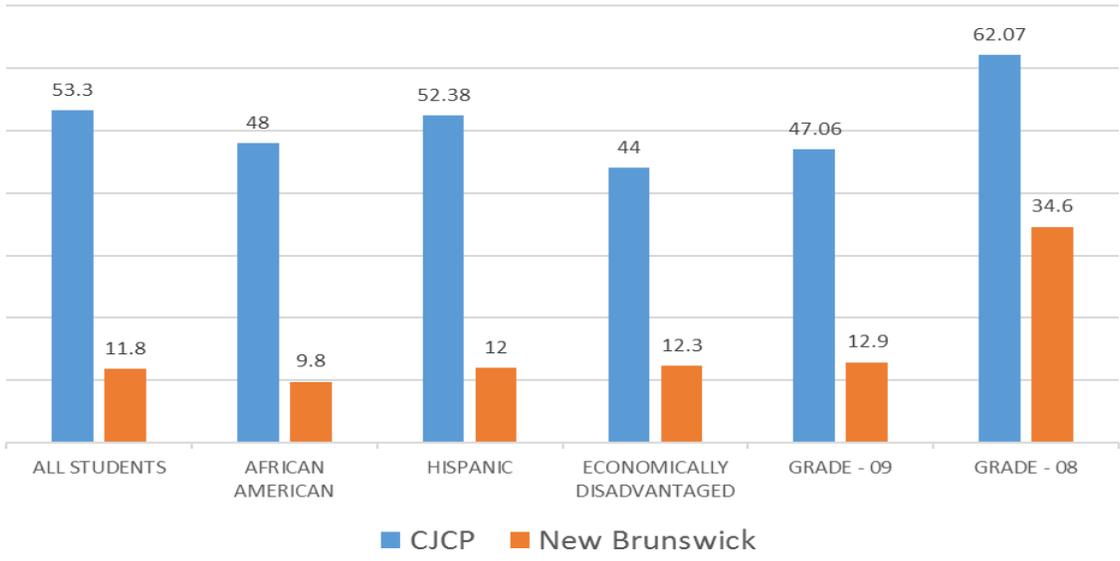
MAT 6 PARCC Result % of Students Scoring Level 4 & 5



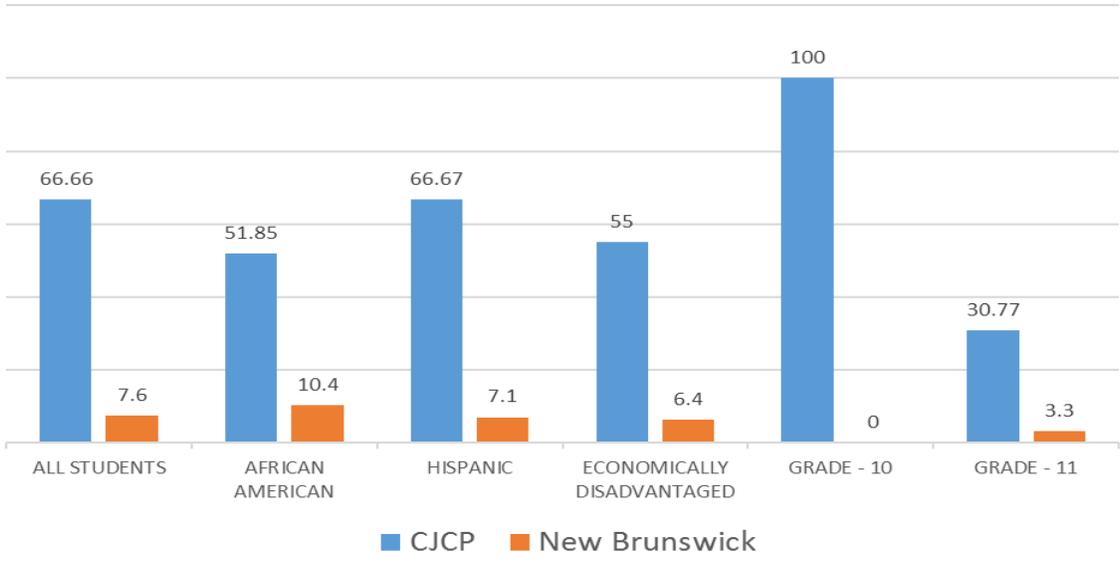
MAT 7 PARCC Result % of Students Scoring Level 4 & 5



ALG1 PARCC Result % of Students Scoring Level 4 & 5



ALG2 PARCC Result % of Students Scoring Level 4 & 5



CJCP students can be assured of getting the individual attention they need to succeed beyond their time at CJCP as shown by our high school graduation rate of 100% since 2012 and all years hence.

CJCP also meets the definition of a high-quality charter school due to the fact that it has not encountered any significant issues in student safety, financial and operational management, or problems in statutory or regulatory compliance. CJCP has never been sanctioned by the NJDOE in connection to these areas.

Competitive Priority 1 – Supporting High Need Students

This expansion project for our high-quality charter school will be in New Brunswick, NJ a dense urban area with high population of low income and Hispanic ethnicity families. CJCP petitioned and won approval from the NJDOE to hold a weighted lottery that favors economically-disadvantaged families 2:1. Our 2018-19 lottery was conducted recently and 90% of the families who chose to apply and ultimately win a slot in the New Brunswick satellite campus will be from these families.

Competitive Priority 2 – Dual Credit Enrollment Program

All of the high school courses at CJCP incorporate SAT Subject Tests and Advanced Placement standards to ensure that students are well-prepared for college level rigor. Students are exposed to honors and advanced level courses with higher standards. As a result, we have 65% of our high school students enrolled in at least one AP course during the 2016-2017 school year. Furthermore, 84% of our students have taken college-level courses during their high school education. The expanding AP program allows our high school students earn possible college credit, plus important recognition from college admissions committees, for their efforts.

CJCP has an established relationship with Raritan Valley Community College going back to 2011-2012 that has allowed the school to offer upperclassmen the chance to earn college credit for PreCalculus and college level English. Students test into the course in the spring before by taking the RVCC Accuplacer college placement test. Last year, 2016-17, 28 students took RVCC Dual

Enrollment courses PreCalculus I and II. We continue this relationship as it aligns well with our model for rigorous college level course offerings to our students. This year we are again offering RVCC PreCalculus I and II semester courses.

Competitive Priority 3 – Single School Operator

CJCP is an unaffiliated, single school, successful high-quality charter school with a proven record over the past 11 years. The school is governed by a Board of Trustees of community members, current CJCP parents and parents of a CJCP graduate, plus education professionals and college professors. CJCP is not run by a Charter Management Organization. This can be confirmed at the NJDOE website page listing all charter schools in NJ at the following link: <http://www.nj.gov/education/chartsch/allcharters.htm>

Selection Criteria 1 – Educationally Disadvantaged Students

This project, CJCP New Brunswick Satellite Campus is expected to benefit mostly educationally disadvantaged students living in New Brunswick, NJ. These students will be coming from mostly low-income families and in addition they will be mainly Hispanic residing in households where the home language spoken is Spanish.

Central Jersey College Prep Charter School has produced an extraordinary student achievement results with Hispanic students. Specifically, Central Jersey College Prep Charter School's percentile for Hispanic students meeting the standards in PARCC tests is 98 for English Language/Arts and 98 for mathematics in 2015-16 school year.

The current New Brunswick City poverty rate was measured at 28.24% by NJ Census Data used for Title I Allocations for upcoming 2018-19 (<http://www.nj.gov/education/title1/funding/>) and the New Brunswick traditional public schools Free and Reduced Lunch rate for their students reported for

2016-17 in the NJDOE School Performance Reports was on average 90% (<https://rc.doe.state.nj.us/SearchForSchool.aspx>). CJCP expects to realize near the same percentage or higher for the New Brunswick campus students, especially due to our weighted lottery process that favors low-income students 2:1. The state data also shows that the New Brunswick public schools minority population is, on average, 88% Hispanic and 10% African American. Their English Learner (EL) population is on average 25% at the elementary level and 15.5% at the upper school level. We expect to enroll approximately the 20% EL student population. CJCP will immediately evaluate new students for academic placement and this includes identifying EL students early through state approved ACCESS ELL testing. Once identified EL students will begin English as a Second Language (ESL) services from a dedicated ESL teacher to assist them. CJCP will follow all NJDOE guidelines for ESL/Bilingual programs of instruction as detailed by the department (<http://www.state.nj.us/education/bilingual/>) The state has comprehensive guidelines to help districts implement effective ESL/Bilingual programs and CJCP will develop full bilingual programs if the student EL population among grade spans requires this type of program.

Selection Criteria 2 – Program Design

The program is designed to fulfill one of the provisions to the CJCP's NJDOE approved charter amendment from 2017 to expand our high-quality charter school into a new campus as one method to increase enrollment. In 2015-16 CJCP won it's second charter renewal and created the first elementary grades by creating Kindergarten and 1st grade classes. The elementary school grades will be filled out in 2019-20 at our Somerset main campus. As our school's reputation has grown in the community we have seen a sharp uptake in applications indicating a greater demand for our services. The college prep portions of our program model is especially well-suited to the middle school and high school age students and we cannot continue to expand at those grades without a new campus.

We received 1,600 student applications for only 240 open slots for our recent lottery for 2018-19. Sibling preference is given for families with current CJCP students and due to the school's high satisfaction rate one third of these positions were used through this provision leaving just 161 to be filled. This translates to approximately a 10:1 ratio of applicants to openings. We wish we could provide even more service, however CJCP leadership has chosen to strive to serve the educationally disadvantaged and therefore petitioned and won approval for the 2:1 weighted lottery favoring low-income families (CJCP March 13, 2018 Newsletter is appended to this application and it contains a copy of the approval letter from the NJDOE concerning the weighted lottery). CJCP desires especially to expand into New Brunswick and serve Hispanic students to help in closing the achievement gap for these students. In the past CJCP has shown success in addressing this minority along with African American students. We can only help more Hispanic students by going to where they live and New Brunswick is the perfect place for us to expand due to the fact that it is currently one of our three home sending districts, according to our original and current charter, however New Brunswick resident students only make up 9% of our current students population with 70 % coming from Franklin Township (which includes Somerset), 14% coming from North Brunswick, and the remainder coming from non-resident districts. There is need for an additional charter school in New Brunswick to give these families more educationally options for their children; especially due to the fact that they more than likely cannot afford private education tuition. Currently there is only one other public charter school in New Brunswick and it serves elementary students whereas CJCP will be serving middle school and high school students.

The approved CJCP Charter Amendment Summary 2017 is attached in the appendix to this application. This approval allowed CJCP to relocate it's main Somerset, NJ campus to a much larger, newer, and safer facility at 101 Mettlers Road. This move came at substantial expense to the overall budget of approximately \$1,000,000

Below are some excerpts from the NJDOE approved CJCP Charter Amendment Summary 2017:

- 1) Expansion of its maximum enrollment to 1,320 students by the school year 2019-20. CJCP’s existing charter allows enrollment of 48 students per grade, with projected total enrollment of 624 in grades K-12 in school year 2019-20. The proposed amendment will gradually increase its total enrollment at its Somerset campus (or a proposed new Somerset campus; see below) to 960 students by 2019-20. Additionally, 360 students in grades 6 through 10 will be located at a new satellite facility (see below). Grades 11 and 12, already authorized by the current charter, will be added at the satellite facility in the next charter term. No charter amendment for grade expansion is required.
- 2) Addition of a satellite campus in New Brunswick (within the school’s region of residence) starting the school year 2018-19. There are two facilities under consideration.
- 3) Relocation of its current facility. The new facility is located at 101 Mettlers Road, Somerset, NJ 08873.

The proposed New Brunswick campus will begin operation during the 2018-2019 school year servicing grades 6,7 and 9. The total enrollment for each grade would be 72 students for a total enrollment of 216 in its first year. Each year the 6th grade will gain a maximum of 72 new students until the school reaches full capacity for all grades 6-12, with 72 students at each grade level.

Table II – Enrollment Projection by the Proposed Amendment – Somerset Campus

	2016-	2017-	2018-	2019-
Somerset	17	18	19	20

Kindergarten	48	72	96	96
Grade 1	48	72	96*	96
Grade 2	48	72	96*	96
Grade 3		48	72	96
Grade 4			48	72
Grade 5				48
Grade 6	48	72	96	96
Grade 7	48	48	72	96
Grade 8	48	48	48	72
Grade 9	48	48	48	48
Grade 10	48	48	48	48
Grade 11	48	48	48	48
Grade 12	48	48	48	48
Total	480	624	816	960

* 72 returning students from the previous year and 24 new students

Table III – Enrollment Projection by the Proposed Amendment -- New Brunswick Campus

Grade/Year	2016-17	2017-18	2018-19	2019-20
Grade 6	0	0	72	72
Grade 7	0	0	72	72
Grade 8	0	0	0	72
Grade 9	0	0	72	72
Grade 10	0	0	0	72
Grade 11	0	0	0	0
Grade 12	0	0	0	0
Total	0	0	216	360

Table IV – Enrollment Projection by the Proposed Amendment – Total

Somerset	2016-17	2017-18	2018-19	2019-20
Kindergarten	48	72	96	96
Grade 1	48	72	96*	96
Grade 2	48	72	96*	96
Grade 3		48	72	96
Grade 4			48	72
Grade 5				48
Grade 6	48	72	168	168
Grade 7	48	48	144	168
Grade 8	48	48	48	144

Grade 9	48	48	120	120
Grade 10	48	48	48	120
Grade 11	48	48	48	48
Grade 12	48	48	48	48
Total	480	624	1032	1320

* 72 returning students from the previous year and 24 new students

Goals, Objectives, & Activities

The goals, objectives, and activities of the project CJCP New Brunswick Satellite Campus are listed below and also provided along with outcomes in a Logic Model format as the last page of this project narrative due the landscape layout.

GOAL ONE: Meet the demand of the community for more seats in our high quality charter school and serve more economically-disadvantaged students in our lowest income majority Hispanic resident district, New Brunswick.

1. Objective 1.1 – Prepare new facility in New Brunswick and new student rosters for 2018-19
 - a. Activity 1.1.1 – Obtain new facility agreement
 - b. Activity 1.1.2 – Make necessary building repairs
 - c. Activity 1.1.3 – Recruit new students from New Brunswick area
 - d. Activity 1.1.4. – Hold weighted lottery for 2018-19 enrollment to favor economically-disadvantaged families 2:1

2. Objective 1.2 – Increase enrollment at our main Somerset campus [not part of US DE grant]
 - a. Activity 1.2.1 – Hold weighted lottery for 2018-19 enrollment to favor economically-disadvantaged families
 - b. Activity 1.2.2 – Make necessary building rearrangements or renovations for increased classrooms
 - c. Activity 1.2.3 – Hire necessary new teachers for increased enrollment

- d. Activity 1.2.4 - Provide new staff with personal computers for technology integrated instruction

GOAL TWO: Maintain the same high standards of quality of instruction at our satellite campus and help close the achievement gap for Hispanic students in NJ.

1. Objective 2.1 – Maintain small school instructional environment by keep class size small to average of 14 students & student-teacher ratio low at 11:1
 - a. Activity 2.1.1 – Hire necessary new teachers and staff
 - b. Activity 2.1.2 – Provide new staff with personal computers for technology integrated instruction
2. Objective 2.2 – Maintain high level of technology integration of instruction
 - a. Activity 2.2.1 – Obtain electronic devices for students for one-to-one technology program for digital instruction
 - b. Activity 2.2.2 – Equip all classrooms with interactive Smartboards
 - c. Activity 2.2.3 – Prepare facility with high speed internet connection capability
3. Objective 2.3 – Maintain college prep rigor of instruction for accelerated students at the middle school and high school level.
 - a. Activity 2.3.1 – Prepare gifted middle school majority Hispanic students to take AP level courses in high school through rigorous middle school curriculum
 - b. Activity 2.3.2 – Prepare teachers to deliver AP level course instruction
4. Objective 2.4 - School leadership stays abreast of research-based best practices and instructional improvements
 - a. Activity 2.4.2 -- School leader attends annual 2-day conference at US DE Charter Schools Program

Outcomes & Performance Measures

One outcome for this project is that New Brunswick, NJ community has an additional 216 high-quality charter school seats filled by CJCP in SY2019 and another 144 added in SY2020 for total 360. In addition we expect that 80% or more of these new seats filled by low-income Hispanic students. Another outcome for this project is that the New Brunswick campus CJCP students benefit educationally from the CJCP model and low student:teacher ratio with higher student achievement in both the short term and the long term.

The majority of CJCP performance measures rely on state standardized test results. Data collection and reporting methods for results on standardized tests are highly reliable since NJDOE has strict regulations and control over PARCC administration and results reporting and all this data is publically available.

Our performance measures are designed to be a measurement of our outcomes, to be attainable, and to answer to the fulfillment of our goals and objectives. They target increases in achievement for the educationally-disadvantaged.

PERFORMANCE MEASURES:

1. MEASURE 1 – Level of economically-disadvantaged students served
 - a. Baseline – 2017-18 CJCP Free/Reduced Lunch rate is 29%
 - b. Target – 2018-19 CJCP combined campuses Free/Reduced Lunch rate 40% or higher
2. MEASURE 2 – Achievement Gap for Hispanic students in NJ; PARCC testing proficiency for Algebra I, scores of 4 or 5
 - a. Baseline – 2016-17 NJ statewide 24%; CJCP 91%
 - b. Target – 2018-19 CJCP combined campuses 70%*
3. MEASURE 3 – Achievement Gap for Hispanic students in NJ; PARCC testing proficiency for grade 7 English Language Arts, scores of 4 or 5
 - a. Baseline – 2016-17 NJ statewide 44%

- b. Target – 2018-19 CJCP combined campuses 72%**
4. MEASURE 4 – Achievement Gap for Hispanic students in NJ; 4-year graduation rate for CJCP first combined campuses cohort in 2022
- a. Baseline – 2016-17 NJ statewide 84%
 - b. Target – 100%

Selection Criteria 3 – Project Personnel

CJCP has school leadership who are experienced education professionals and the team to carry out the expansion project into New Brunswick consists of Chief Education Officer, Dr. Sercan, Chief Academic Officer, Ms. Mosconi, Chief Operation Officer, Mr. Cekic, and School Business Administrator, Mr. Sabahoglu.

Dr. Namik Sercan began as CEO at CJCP in 2016-17 and won board approval due to his extensive school leadership experience and knowledge, plus his vision to carry CJCP forward. Dr. Sercan majored in Mathematics, and earned a master’s and a doctorate degrees in Educational Leadership at Georgia State University. Dr. Sercan has run charter schools in Fulton County, GA, and assisted with the initiation of several charter schools in Georgia, South Carolina, and North Carolina since 2006 serving as a founding board member or a consultant. Dr. Sercan has also served on charter school governing boards, education nonprofits, and traditional public school board committees (e.g. Syracuse City School Foundation, and Budget Advisory Committee for Baldwinsville City Schools).

Ms. Tasha Mosconi is the current Chief Academic Officer for Central Jersey College Prep Charter School and came to the school in 2014-15 as a Guidance Counselor. She is NJDOE certified as a Supervisor, Guidance Counselor, and English Teacher and she has wide and varied experience as both a school guidance counselor and an English Teacher that she brings to her current leadership role. Her focus is improving instruction one teacher at a time. She was instrumental in improving

student academic achievement through her efforts in counseling; all types including academic, and social-emotional support. Plus she was the manager for Response to Intervention program to assist academically at-risk students. In addition, she has directed the school's anti HIB (Harassment, Intimidation, and Bullying) program since she came and has instituted improvements in the program over the years. She was also the leader in starting the school's Positive Behavior Interventions and Supports system to reward good behavior and this has resulted in a more positive and improved school culture. She is active in the community and is an Executive Board Member of Somerset County School Counselors Association.

Mr. Cekic began at CJCP in 2015 and has accumulated over ten years experience in school administration. He serves as the Chief Operations Officer and oversees the smooth functioning of the school with his superior organizing capacity. He oversees all events that occur at the school and also enforces disciplinary rules. He has experience as a teacher, which is instrumental in his management style at the school, because he is able to relate well to the classroom environment. In addition, he uses his background in math and technology to benefit the students by coaching robotics teams. He is highly respected by all.

Mr. Atilla Sabahoglu is a NJ state certified School Business Administrator who has been with CJCP since 2011 and has worked diligently to support all the financial requirements for operation. He has overseen the school's growth during his tenure and guided the school to keep it on solid grounds as a non-profit educational business. The school has not had any significant compliance issues related to finance since he has been the school's SBA. He has saved the school significant expenses over the years and was instrumental in helping the school to successfully relocate to the new facility this year, 2017-18. In addition, he has taken the extra step to become a Qualified Purchasing Agent for the school and served as the Board Secretary for many years.

CJCP Board of Trustees is very dedicated to the school; below is a listing:

Name	Member Since	Role on Board	Email Address	Background
Dr. Ferhan Tunagur	2006	President		Rutgers University professor of communications; CJCP founding member
Jackie Lewis	2010	Board Member		Franklin Township community member and parent of 2012 CJCP graduate
Dr. Ozcan Uzun	2006	Board Member		NJIT professor; CJCP founding member
Sevil Eke	2012	Board Member		Franklin Township community member and parent of present CJCP student
Erdogan Dur	2010	Board Member		IT professional, community member, and parent of 2012 CJCP graduate
Dr. Namik Sercan	2016	CEO		Education Leader; CEO since 2016-17
Atilla Sabahoglu	2012	Board Secretary		Certified NJDOE School Business Administrator

Selection Criteria 4 – Management Plan

Key leadership will be responsible to ensure completion of project goals and objectives on time and within budget. The management plan includes student recruitment, and staffing considerations.

Student Recruitment

The CEO, Dr. Sercan, and the COO, Mr. Cekic, and have been responsible to lead the enrollment campaign in the New Brunswick community in a way that reaches out to all components of the New Brunswick community. Brochures and flyers were translated for non-English speakers and distributed to various organizations, including but not limited to places of worship, community centers, enrichment programs and service organizations. The recruitment plan included advertising for open houses for the entire community, that were held at the school and other locations easily accessible by

the members of community. By adding a location in New Brunswick, CJCP is opening our opportunities up to a much larger student base in need of a college driven education. New Brunswick satellite campus will allow for the accessibility and replication of our existing model to service this high-need community and the increased number of students applying to our school.

Staffing for New Brunswick Campus

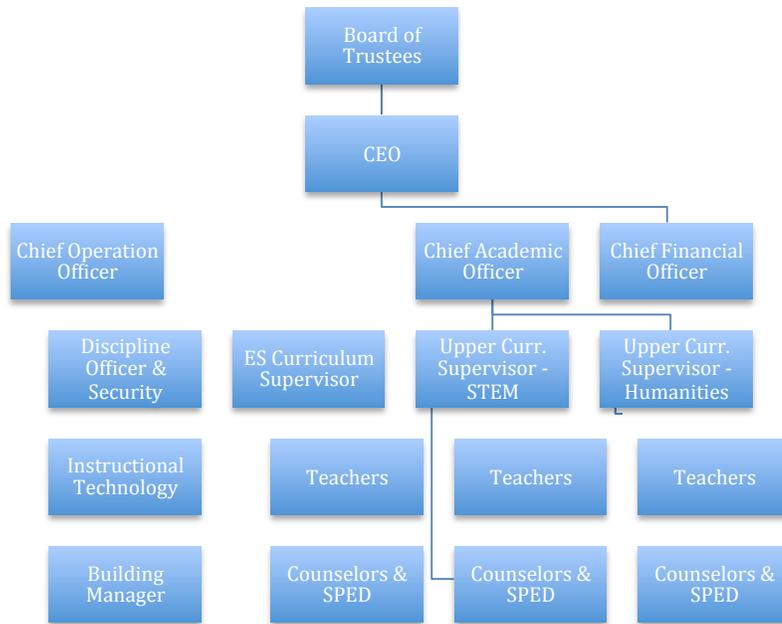
With the proposed increase comes staffing changes, of which the administration is well aware and for which it has made specific plans. In our kindergarten through second grade classes, CJCP will maintain the class size at an average of 18 students. This will require an additional class for each grade level to be added for the 2017-2018 school year with another additional class per grade to be added for the 2018-2019 school year. Consequently, CJCP will add three additional members to the staff for the 2017-2018 school year, a classroom teacher for each plus an instructional aide for kindergarten classes. Similarly, the same staff increase will take place for the 2018-2019 school year. For grades 3-5, the enrollment increase would require one additional teacher for an increase up to 72 students and two additional teachers per grade once reaching 96 students. Additionally, two additional special education teachers would be staffed for the purpose of early intervention for those students with IEPs, 504s and additional special needs. This restructuring of staff will allow for an average of 18 students for our kindergarten and second grade classes and an average of 20 students in our third through fifth grade classes. Staffing would also expand to include a physical education, art, music and technology teacher dedicated to the elementary school.

The staffing needs for the middle and high school would require an additional middle school teacher for all core subject areas; ELA, math, social studies and science through the 2018-2019 school year with an additional staff member in each core subject added for the 2019-2020. The physical education staff would increase by one to accommodate the 72-student enrollment through the 2018-2019 school year and increase by two once enrollment hits 96 students in most grades for the 2019-

2020 school year. In addition to this, 3-4 in class support teachers for all core subject areas will be added based on our needs for IEP students.

The organizational structure of the school would expand their administration to include separate administrative staff for lower and upper school which operate under the direction of the CEO. A dedicated supervisor of curriculum and instruction will oversee all staff and instruction for K-12. Three supervisors will work directly under the curriculum supervisor to directly supervise humanities and STEM subjects in the middle and high school and a lower school supervisor who will focus on the primary grade supervision. The non-instructional staff will be adjusted on an as needed basis as the enrollment grows.

CJCP leadership team is well aware of the growing needs as a result of increased enrollment. CJCP intends to enhance its leadership opportunities for staff by creating a leadership program in which staff members are encouraged to pursue graduate education through tuition reimbursement plans emphasizing instructional leadership and administration. Staff members will also have access to on-site training to improve their leadership skills by gaining field work experience within the school. This practice will help the school stay aligned with our core educational values and ensure smooth transitions for our staff and our students. A draft organizational chart reflecting enrollment of 96 students at each grade level is presented below.



Selection Criteria 5 – Quality of CJCP

The high-quality of CJCP is detailed in the Introductory sections and the section “CJCP Meets the Definition of a High-Quality Charter School”.

The SEA NJDOE uses growth in student achievement as one of the major factors for charter school renewal. Below is taken from the Accountability webpage located at <http://www.nj.gov/education/chartsch/accountability/renewal.htm>

Accountability Renewal Process

Commissioner initially approves a charter for four years and may renew a charter for a period of five years thereafter. The charter renewal process gives charter school operators an opportunity to present clear and compelling evidence of their achievements over the course of the charter term, and to demonstrate their academic, fiscal and organizational viability. It is also an occasion for charter schools to examine their progress towards meeting their missions, goals, and objectives; to assess their strengths and needs; and to plan their courses for the future.

After receiving the renewal application, the NJDOE conducts a site visit and structured interviews with each charter school's board of trustees, school administrators, teachers, and other school representatives. These interviews and visit are one part of the NJDOE's comprehensive review of each charter school up for renewal. The Commissioner also evaluates state assessment results, annual reports, the renewal application, monitoring reports, public comments, financial reports, and other relevant evidence, in order to render a decision about the renewal of a charter.

Selection Criteria 6 – Continuation Plan

The continuation plan includes economy of scale for controlling expenses, fiscal impact and management, grant spending and financial processes, and professional development.

Economy of Scale

CJCP would also be able to cut the costs within the schools by utilizing district wide resources between the New Brunswick and Somerset campuses. Higher level administration would oversee both schools and would alleviate the need for specific administrative personnel to be employed on site at the New Brunswick campus. Services such as IT department and the business office could also be shared services and eliminate the need to hire additional employees by utilizing the existing employees in this role to service both schools. Other areas for cost effective solutions include consolidating school professional development to include both campuses and save costs on paying for separate professional development sessions. In addition, the school will save on bulk level purchases of text books, furniture, computers and other technology items which result in lower prices for higher quantities of orders.

Fiscal Impact and Management

CJCP has run successful financial policies and practices since its inception. CJCP currently maintains in excess of \$1.1 million in its cash reserve. CJCP does not anticipate any negative impact of opening the New Brunswick campus on its financial solvency. CJCP New Brunswick campus will operate on a self-sustainable budget based on the revenue it generates from per-pupil funding. According to the budget projection for the first two years in operation, CJCP anticipates to have ending fund balance of \$11,441 and \$188,253 respectively for the New Brunswick campus. This projection is irrespective of the budget projection for the CJCP Somerset campus. The projected budget incorporates the following assumptions:

- The building rent will not exceed 15% of the general fund in a given fiscal year. The lease agreement will stipulate incremental rent based on the enrollment and the space it needs until the school reaches the maximum projected enrollment. Commitment letters from landlords of identified locations are available upon request.
- Staffing needs for teaching positions is identified based on the same student-teacher ratio (11 to 1) at the middle and high school level as in the CJCP Somerset campus. Therefore, the projected budget includes allocation for 18 teaching positions for the school year 2018-19 and 33 for the school year 2019-20.
- Select CJCP administrators and support staff will perform duties for the satellite campus in New Brunswick. Such administrators include the CEO, Business Administrator, IT Specialist and Dean of Academics.
- Same level of per-pupil funding granted to CJCP Somerset campus is used as a basis to calculate the revenue for the New Brunswick campus.
- Instruction-related expenses for the New Brunswick campus are extrapolated from the expenditure trend of the existing campus for the past three years.

Grant Spending and Financial Processes

Our project CJCP New Brunswick Satellite Campus aligns the majority of the budget items to one-time expenses to prevent any negative impact due to the ending of the grant funding. In this way there will be no interruption of the delivery of the CJCP high-quality charter school program to the New Brunswick community at the end of the 5-year grant program.

CJCP uses CDK Accounting System. CDK is a solution for meeting the school's GAAP accounting needs. The program prepares financials reports needed for a board meeting and audit purposes. CDK contains many data analysis functions such as our S1701 transfer analysis report, tracks various vendor certifications, and includes complete invoicing/accounts receivable functions. CDK features an accounting system that incorporates the most recent version of the charts of accounts published by the New Jersey Department of Education, which conforms to generally accepted accounting principles. CDK also integrates purchasing functions that is linked to the accounting system, and allows for an execution of purchase process electronically. In addition, CDK will allow for individual budget tracking and vendor limit monitoring. CJCP is financially solvent and has always been in compliance with the applicable state rules and regulations regarding school budget and finance and GAAP.

Professional Development

An important part of the continuation plan is the strong professional development activities that are currently in place at CJCP to support teachers, help them deliver CJCP's model to students with excellence, and to help them grow individually in their abilities and careers. The school leadership, CEO Dr. Sercan, and CAO, Ms. Mosconi, will oversee all teachers and staff to ensure the CJCP high-quality charter school model is maintained. They will deliver high-quality targeted professional development to teachers to support their efforts.

Student transportation for NJ charter schools is provided for by the sending districts according to NJ charter school laws and regulations; see New Jersey state *Charter School Program Act of 1995* (P.L. 1995 c. 426, N.J.S.A. 18A:36A) and *New Jersey Administrative Code*, Charter Schools, (N.J.A.C. 6A:11)

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Shin, Y., & Raudenbush, S. W. (2011). The Causal Effect of Class Size on Academic Achievement: Multivariate Instrumental Variable Estimators with Data Missing at Random. *Journal of Educational and Behavioral Statistics*, 36(2), 154-185. **CJCP Logic Model – Key Project Components**

GOALS: To meet the demand of the community for more seats in our high quality charter school and serve more economically-disadvantaged students in our community and to maintain the same high standards of quality of instruction at our satellite campus and close the achievement gap for Hispanic students in NJ

<p>Inputs <i>In order to deliver the services required to address the identified need, our program needs:</i></p>	<p>Activities <i>In order to address our problem we will conduct the following activities:</i></p>	<p>Outputs <i>We expect that once completed or underway these activities will produce the following evidence of service delivery:</i></p>	<p>Short & Long-Term Outcomes <i>We expect that if completed or ongoing these activities will lead to the following changes in 1-3 years then 4-6 years:</i></p>
<p>New facility in New Brunswick City prepared and ready for start of school September 4, 2018.</p> <p>New Brunswick grades 6, 7, & 9 students recruited and enrolled.</p> <p>Average class size kept to 14 & student:teacher ratio kept to avg. of 11:1.</p> <p>All students have their own electronic-internet capable Chromebook type device & appropriate online resources.</p> <p>All teachers have their own laptops and appropriate online resources.</p> <p>New Brunswick facility is high speed internet capable & classrooms equipped for interactive instruction.</p>	<p>Obtain New Brunswick building; start up utilities. Repair/refurbish building. Purchase and install furniture & instructional supplies.</p> <p>Hold weighted lottery favoring low-income students for 2018-19.</p> <p>Hire all necessary new teachers.</p> <p>Purchase all electronic devices for one-to-one technology program for students & online textbooks and site licenses.</p> <p>Upgrade building for high speed internet connections.</p> <p>Purchase and install interactive Smartboards in all classrooms.</p> <p>Prepare teachers professional development for</p>	<p>Successful start of CJCP dual campus for 2018-19 with a combined campus Free/Reduced Lunch rate of 40%.</p> <p>CJCP model of low student:teacher ratio is maintained at New Brunswick campus.</p> <p>CJCP model of high level of technology integration of instruction is utilized effectively at New Brunswick campus.</p> <p>CJCP model of college prep rigor of coursework for gifted students is utilized effectively at New Brunswick campus.</p>	<p>New Brunswick, NJ community has an additional 216 high-quality charter school seats filled by CJCP in SY2019 and another 144 added in SY2020 for total 360 with 80% or more of these new seats filled by low income Hispanic students.</p> <p>New Brunswick campus students benefit with higher student achievement in both short term and long term from low student:teacher ratio. Specifically, Algebra I PARCC CJCP Hispanic students proficiency rate for 2020 will be 70% or better & ELA 7 PARCC CJCP Hipanic students proficiency rate for 2020 will be 72% or better. Longer term outcome is the high school graduation rate for the first 9th grade CJCP dual</p>

<p>College prep rigor of coursework for gifted students is at New Brunswick campus.</p>	<p>technology integrated instruction.</p> <p>Gifted students are identified for entry into rigorous courses.</p> <p>Academically at-risk students are remediated for student growth and possible entry into rigorous courses later in their academic career.</p>		<p>campus Hispanic students cohort to finish in 2022 will be 100%.</p> <p>CJCP students are prepared for 21st century jobs through high level of tech integration in the classroom.</p>
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