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Narrative

The **Cumberland County Charter School Network Expansion Project (CCCSN-EP)** is seeking \$1,000,000 in US Department of Education *Replication and Expansion of High-Quality Charter Schools Funds* to support a five-year project for expansion of three high-quality charter schools to meet the growing education needs of the communities we serve. Vineland Public Charter School, (VPCS), Millville Public Charter School (MPCS), and Bridgeton Public Charter School (BPCS) are located in Cumberland County, New Jersey and managed by the **Cumberland County Charter School Network (CCCSN)**. VPCS was established in school in 2009. With focused, strategic planning this work was replicated into three high-performing charter schools to meet the growing of three communities within Cumberland County. See *Appendix E* for information on CMO and school agreements.

Section 1: Absolute Priorities

Priority #1- Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Cumberland County Residents of Cumberland County live in the poorest county in New Jersey, ranking last out of the 21 counties in the state as indicated by data from the U.S. Census Bureau's American Community Survey. ¹ (*See Appendix F*). Many Cumberland County children are growing up in disadvantaged and unsafe neighborhoods, living in households that struggle every day to provide for their basic needs. As a result, Cumberland County has been ranked lowest in child welfare with the highest substance abuse rates and third worst violent crime rate in the state of New Jersey according to Robert Wood Johnson Foundation's County Health Rankings. ² It is in this high need county that our network of charter schools set out to offer high

¹ Retrieved on April 3, 2018 from <https://www.usatoday.com/story/money/economy/2018/01/22/u-s-economy-rundown-poorest-county-every-state/1045715001/>

² Retrieved on April 2, 2018 from

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quality educational services and choice for parents in an effort to improve educational outcomes and quality of life.

History of Work in a High Need County Vineland Public Charter School (VPCS) was founded in 2008 and opened in 2009 as the first charter school in Cumberland County. It achieved significant success within the first year and inspired the opening of other charter schools within the county (Millville Public Charter School and Bridgeton Public Charter School). VPCS currently enrolls 430 students in grades PreK-10. Current student demographics for VPCS are: 50% Hispanic, 23% African American, 25% Caucasian and 2% Asian as compared to the City of Vineland with 39% Hispanic, 11% African American, and 45% Caucasian. District of residency for VPCS is the City of Vineland, New Jersey.³ Vineland residents have a median household income of \$50,690 with 17% living below the Federal Poverty Level.⁴ The crime rate is 65%, which is 115% higher than the rest of New Jersey.⁵

Our second school is Millville Public Charter School (MPCS), which opened in 2011 to provide further parent choice. Parents typically enroll their children in MPCS because of smaller class sizes and the emphasis of arts within the curriculum. Millville Public Charter School currently serves 260 students with demographics that include a higher enrollment of African American students at 42% followed by 32% Caucasian, 24% Hispanic and Other at 2%. This data differs from the City of Millville's demographics of 60% Caucasian, 18% as Hispanic, and 16% as African American.⁶ Residents of the area are chronically plagued by economic, child welfare and public safety challenges that place the region in the very bottom of social and demographic

<http://www.countyhealthrankings.org/app/newjersey/2018/rankings/cumberland/county/outcomes/overall/snapshot>

³ Retrieved on April 7, 2018 from <https://www.census.gov/quickfacts/fact/table/vinelandcitynewjersey/PST045217>

⁴ Ibid.

⁵ Retrieved on April 2, 2018 from <http://www.areavibes.com/vineland-nj/crime/>

⁶ Retrieved on April 7, 2018 from <https://www.census.gov/quickfacts/fact/table/millvillecitynewjersey/PST045216>

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studies. The district of residency for MPCCS is the City of Millville, New Jersey. According to the most recent U.S. Census, 17% of all Millville residents are living below the Federal Poverty line and crime has risen with a median crime rate that almost doubles the national rate.⁷ The local school district has been labeled an Schools Development Authority District (formerly an Abbott District), by the state of New Jersey which indicates a higher rate of at-risk students who struggle academically. Approximately 57% of Millville Public Charter School students qualify for free and/or reduced lunches.

The last school in the network's current portfolio is the Bridgeton Public Charter School (BPCS) which opened in the 2015-2016 school year and has a current enrollment of over 102 students. The school currently offers instruction for students in Kindergarten, 1st, 2nd, and 3rd grades and will add a grade level each year through 8th grade. The current student demographics is 60% African American, 32% Hispanic, 4% Caucasian, and 4% other with over 92% of the students receiving free or reduce lunch, as compared to the city of Bridgeton at 32.64% White, 35.49% African American, 24.49% Hispanic, and 25.71% Other.⁸ The district of residency for BPCS is the City of Bridgeton, New Jersey. Bridgeton is a challenging area in which to raise a child. An astounding 88% of Bridgeton Public School students qualify for free and/or reduced lunches. The median household income is just \$26,420 a year; approximately half of the state average, and 34% of the Bridgeton population live below the Federal Poverty Line.⁹ Bridgeton has also been deemed safer than only 4% of all other American cities.

Table 1 summarizes the low-income indicators for Cumberland County Charter School Network (CCCSN) by member schools as an indication of the populations described above:

⁷ Retrieved on April 7, 2018 from <https://www.census.gov/quickfacts/fact/table/millvillecitynewjersey/PST045216>

⁸ Retrieved on April 3, 2018 from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

⁹ Retrieved on April 3, 2018 from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

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Table 1 Low Income Students				
	792	430	260	102
	N/A	17%	17%	34%
	398	182	125	91
	84	92	22	3
	61%	56%	57%	92%

It is within these high poverty communities that CCCSN has provided education and parental choice to low income families seeking a better opportunity for their children in schools that do not reflect the demographics of the community but do reflect the poorest and most disadvantaged in the area that require the most support. CCCSN focuses on preparing all students including low-income, first-generation Americans, and other disadvantaged subgroups as defined with the grant guidelines. We are committed to providing high quality education via expansion of the three current schools to meet the needs of these sub-groups within our service areas by actively recruiting these subgroups and providing individualized education planning to ensure success.

Table 2 includes current charter school enrollment data by subgroups. The **CCCSN-EP** offers special programming and services to address the diversity and needs of these subpopulations:

Table 2: 2016-2017 Charter School Student Demographics:			
#Students/Students Served	430	260	102
FRLP	56%	57%	92%
Special Ed/Disabilities	7%	9%	20%
LEP	0%	0%	0%

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Populations			
Caucasian	25%	17%	4%
African American	28%	59%	39%
Hispanic	42%	21%	56%
Asian	1%	3%	N/A
Other	4%	0%	1%

Disabilities: Table 3 provides 2016-17 enrollment rates in special education for CCCSN.¹⁰

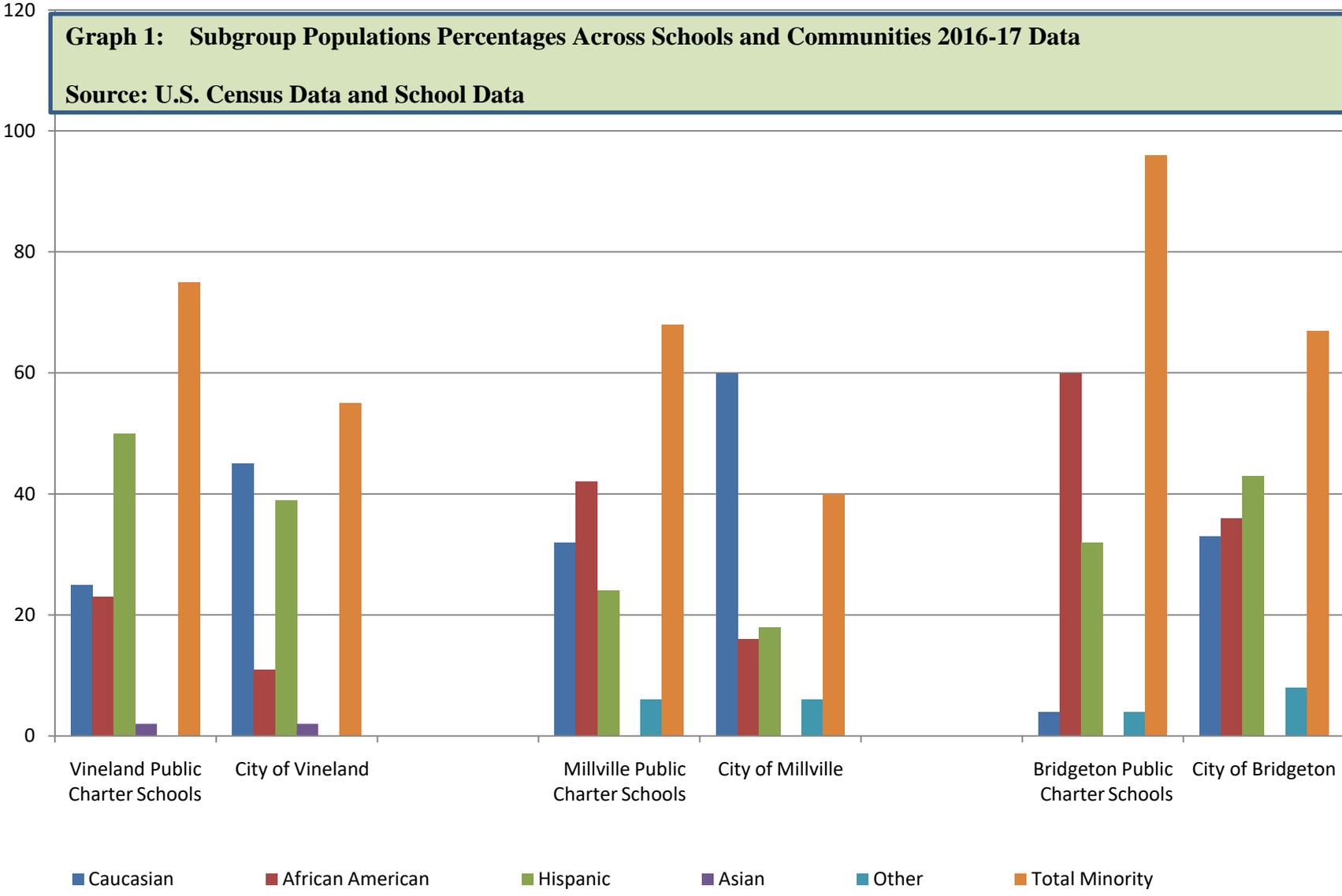
Table 3: 2016-2017 Charter School Enrollment Data		
Students with Disability	29	7%
Economically Disadvantaged	241	56%
English Language Learners	0	0
Students with Disability	23	9%
Economically Disadvantaged	147	57%
English Language Learners	0	0
Students with Disability	20	20%
Economically Disadvantaged	94	92%
English Language Learners	0	0

Using data from Table 2, **Graph 1** on the following page visually displays how the charter schools' student demographics compare to the communities they serve. It also demonstrates how the sub-populations vary across the three schools, highlighting the need for targeted education programming to meet their special needs as school expansions continue.

¹⁰ Retrieved on April 10, 2018 from New Jersey Department of Education

<http://www.state.nj.us/education/specialed/data/2016.htm>

Graph 1: Subgroup Populations Percentages Across Schools and Communities 2016-17 Data
 Source: U.S. Census Data and School Data



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CCCSN-EP emphasizes the needs of all children will be addressed individually. Member schools VPCS, MPCS, and BPCS offer all-inclusive environments that address the needs of students through educational and support programming. The Intervention & Referral Service (I&RS) Team is charged with the implementation and monitoring of interventions with students who appear to be at-risk if they have not been previously identified and accommodated with an Individual Education Plan (IEP). This team is comprised of a special educator, guidance counselor, regular educator, and a Learning Disabilities Teacher/Consultant. Modifications and accommodations are provided for all students that have IEPs.

Disabilities: The educational performance of students is frequently monitored so that adaptations and adjustments will not have a significant impact upon the course of study and professional development is essential in facilitating learning amongst the special needs populations. Teachers who identify students in need of additional academic, behavioral, and/or emotional support must first consult with the Principal to discuss issues of concern and plan for parental involvement. During this stage, the student is observed for a prescript duration. If the plan proves ineffective, the Principal and teacher submit a written referral to the school's I&RS Team.

CCCSN-EP supports students with disabilities with supplies and materials outlined in their respective Individual Education Plan. The Business Office can provide copies of invoices from consultants such as Speech Therapists, Occupational Therapists, Physical Therapists and the Child Study Team. If the student is deemed ineligible for special education, but could benefit from behavioral health services, a treatment plan is developed. Additional parental consent is obtained prior to implementation of any special education plan. Annually, the IEPs are evaluated to make sure the schools are in compliance. See also *Appendix E Schools Operated by Applicant and Student Academic Achievement*.

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English Learners: VPCS, MPCS, and BPCS identify English language learners (ELL) with a baseline entry evaluation. The schools identify at risk students early through screening techniques and one to one individualized assessments in order to provide a variety of intensive early interventions for children ages 5-6. ACCESS for ELLs, Assessing Comprehension and Communication in English State-to-State for English Language Learners are large-scale tests addressing the academic English language proficiency (ELP) standards at the core of the World Class Instruction Design and Assessment (WIDA). WIDA is a consortium of states dedicated to implementation of high standards and equitable educational opportunities for ELL students.

Currently, all **CCCSN-EP** schools have increasing Hispanic enrollments but no English Language Learners. We attribute to the locations of our school not aligning with the pockets of non-English Speakers residing within the county.

Multi-Cultural Experiences: **CCCSN-EP** offers an enriched program of activities in a small class setting including multi-cultural experiences though 1) a focus upon the development of receptive, expressive and written communication through an integrated performance model, 2) a benchmark of academic excellence in elementary/middle school education through superior teaching of rigorous curriculum supported and assessed through a school data culture and 3) a focus on the development in every students' creative minds, healthy bodies, and the ethical spirits needed to contribute wisdom, compassion, and leadership to society.

The schools all provide blended learning that integrates modern technology, drama and art with engaging instruction to enrich and embed content and to develop expressive, receptive language skills and a rigorous academic program grounded in the Common Core State Standards, the New Jersey Core Curriculum Content Standards, the New Jersey Model Curriculum, and educational best practices through which effective and highly effective educators lead students to take responsibility for their learning. The schools are committed to sustaining a school community in

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which a culturally diverse assemblage of students and are safe, supported, and nurtured by the school, their families, and their community along with a well-defined, sequential curriculum in a safe, orderly, disciplined and caring environment. This focus supports learning in all major subjects and allows students to become literate in the technologies of the 21st Century.

The schools also provide learning experiences immersed in active participation, developed and processed through cooperative learning, collaborative learning, large and small group experiences, drama, and art, focusing on cultural diversity, tolerance, and empathy. Via expansion, schools will use their proven strategies that have resulted –high performing schools– described elsewhere in this proposal. As demonstrated elsewhere VPCS is currently ranking the top school out of 30 public schools, both traditional and charter, in Cumberland County. MPCS is ranked 2nd out of 30 public schools, both traditional and charter, in Cumberland County.

See also Appendix E Schools Operated by Applicant and Student Academic Achievement

Section 2: Selection Criteria

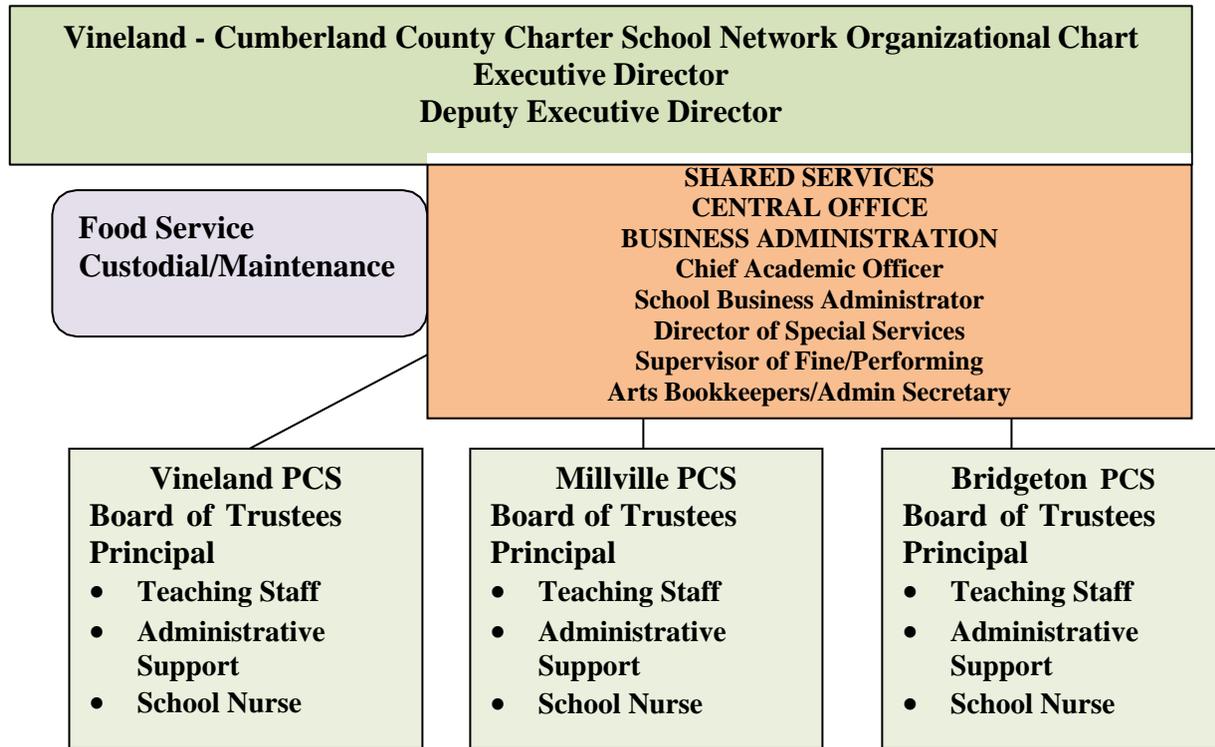
i. Contribution in Assisting Educationally Disadvantaged Students

Organizational Background CCCSN-EP was developed to streamline operations and delivery of services to ensure uniformity and effectiveness. The original founders and community leaders organized CCCSN-EP and incorporated on November 16, 2015 and community leaders along with the Vineland Public Charter School founders decided to replicate the Millville Public Charter School (2011) and the Bridgeton Public Charter School (2015). The success of these three charter schools created the conversation to develop a nonprofit Charter Management Company. *See Appendix E: School Operated by Applicant and Appendix D: Proof of Non-profit Status.*

CCCSN-EP operates high quality, high performing, independent charter schools using a shared service model for administrators, professional staff, support staff and business services.

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Central Office Functions: CCCSN-EP oversees three schools within Cumberland County, N.J.



Governance: Each charter school has its own Board of Trustees that governs the school. The Boards of Trustees are composed of parents, founders, and leaders within the community. The Boards are racially balanced to represent the community with 33.4% Hispanic, 33.3 % Black and 33.3% Other. Each Board also has advisory committees to help build capacity for any vacancies and serves as the main entity accountable for governance, fiscal oversight, and strategic planning, among many other responsibilities of the charter schools. The Boards hold the charter, receives grants and funding, and is legally responsible for sound administration and oversight.

Administrative leadership is an important component to the growth of the schools through the expansion process. Administrators provide the vision, time, resources and support for professional learning, a positive school climate, and success for all students. Support and training for teachers promote continual professional learning, how to collect data to track and promote collaborative inquiry and practices that improve student learning are all things that will continue

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to be supported by administration. Administrative and governance best practices will continue to stay abreast of educational trends in an effort to always produce the best outcomes for the students.

Daily Operations: Although VPCS, MPCS, and BPCS make up a network of charter schools with independent administrations and Boards of Trustees, they share many activities via shared service agreements including special area teaching staff, curriculum and instructional staff, business office operations and administrative support to enhance operations of the schools. The need for shared services to sustain school operations was identified during the first replication of VPCS to create MPCS. The first shared service approach was a cooperative purchasing agreement approved by the New Jersey Department of Community Affairs. Vineland Public Charter School was approved as the lead agency and was able to achieve economies of scale for school supplies, school furniture, school equipment, curriculum materials, technology and other office supplies. Other services included in the shared service agreement to enhance capacity for instructional services (special area teachers – drama, music, art and Spanish), business services (school business administrator, bookkeepers), food services (food service coordinator) and maintenance services (maintenance employee). As the schools continued to expand, the personnel services also expanded to include a Chief Academic Officer, Director of Special Services, Supervisor of Learning, Supervisor of Fine and Performing Arts, Guidance Counselor, Grant Writer, Wilson Reading Specialist and Registrar. The schools also bid for contracted shared services in areas such as CST, Custodial, and Technology services.

Without the shared service configuration, the school network would have not been able to build capacity as quickly as they did. This shared services configuration has provided opportunity to create Tier I charter schools in the State of New Jersey at a level of affordability. This model has enabled the schools to construct a quality educational program,

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state of the art facilities and a strong governance structure.

Shared Functions

Financial Management: Under the leadership of Dr. Ann Garcia, who has over twenty years managing public school finances, the schools are in very good financial standings. Mr. Douglas McGarry, School Business Administrator for the VPCS, MPCS and BPCS has a Master's degree in School Finance and School Business Administrator's certificate. To sustain the financial operation, the network has hired a School Business Administrator (Christina Murphy) who currently holds a Master's in School Finance.

Facilities: The long-term Facility Plan recently opened a new school for K-9 in Vineland and beginning research on a High School model. MPCS is located on 20 acres in a facility has been transformed into a public school from an international glass manufacturing headquarters with the help of our community partner Glassworks, LLC. BPCS continues to be developed and expanded in Year 2 in the current facility and in Year 3 and 4 with the addition of a new building. With the help of our partners, Highmark School Development, we have entered into a 5-year lease to buy 11 acres from the City of Bridgeton to develop the school site.

Human Resources Management: All three schools are members of the Center for Educational Innovation-Public Education Association (CEI-PEA). Via this partnership, each public charter school will institute a human capital management system centered upon performance evaluations that include multiple measures of effectiveness. The human capital management model maximizes the knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom possessed individually and collectively by school administrators, staff, teachers, Boards of Trustees, parents, and other community partners to successfully achieve the goals and objectives of the schools. It incorporates ongoing strategies of professional development, organizational growth, and evaluation to assure all systems are working towards the same goals

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and objectives. The human capital evaluation system will be developed in partnership with the participating schools and includes student growth as well as professional performance rubrics to assess educator effectiveness. Annually, teachers and school leaders will engage in the evaluation program and those who earn a rating of –effective or –highly effective will be eligible for salary increases as well as other forms of professional reward and recognition.

Administration Evaluation: The Boards of Trustees of the schools included in this proposal have adopted a policy which calls for an annual Evaluation of the Executive Director. Boards of Trustees also have processes that explain in detail the procedures for evaluating the Executive Director. Since a charter school is, in effect, a school district, the lead person of a charter school fills the role of a district superintendent. Tenured principals are evaluated annually. Non-tenured principals are evaluated three times per year. The Executive Director evaluates the Principal. The evaluation of the Principal is based on the New Jersey Professional Standards for School Leaders. Both administrators work together to evaluate all other instructional and non-instructional staff members.

The process includes: formal and informal observations, examination of work portfolios/work samples, school climate indicators, and performance aligned to charter school goals especially student achievement outcomes. The process also includes self-evaluation and consideration of progress toward meeting the individual’s goals outlined in annual professional improvement plans. The Boards of Trustees also conduct a self- assessment using the District Performance Reviews (DPR) for the NJQSAC Governance Component. Each member of the Boards of Trustees completes a DPR and the Board Presidents tabulate the scores. The Boards then hold a special meeting to discuss the scoring of the DPRs which outline the areas that were in compliance and the areas that are in need of improvement.

Staff Evaluation: The administrative staff conducts a self-assessment using the District

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Performance Reviews (DPR) for the NJQSAC. The School Business Administrator, a shared service, completes the component for Operations and Fiscal which include the District Performance Review. Members of the staff create and use the annual plan to form instructional practice with students. The Executive Director is the primary person responsible for defining and overseeing the process of creating the annual plan forming a designated team of Trustees, Administrators and Teaching staff to collaborate on the preparation of the annual plan. This team meets once a month beginning in September annually using *Guidelines for Writing Charter School Accountability Plans*. All members of the schools' staff participate in the process of collecting and analyzing data to evaluate the school's progress with annual plan goals.

The Executive Director evaluates the School Business Administrator. The support staff is evaluated by their supervising administrator as determined and outlined in their respective job descriptions. The Executive Director directs the development of job descriptions and evaluation criteria for each staff member's position, in consultation with staff members. Each staff member is evaluated annually by this appropriately certified and trained administrator against criteria that evolve logically from the school's goals, instructional priorities and program objectives set forth in their specific job description. Each teaching staff member is also evaluated against available indicators of pupil progress and growth. Job descriptions are designed to be clear and concise and approved by the Boards of Trustees. The school Executive Director also develops, in consultation with staff members, procedures for the evaluation of staff members that include as a minimum:

- Collection and reporting of data including via observation of four classroom instructional observations for a classroom teacher;
- Observation conferences between the teaching staff member and the evaluating director;
- Preparation of individual professional improvement plans;

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- Preparation by the Executive Director of an annual written performance report which includes the staff member's performance areas of strength and weakness and an individual professional improvement plan developed by the member and the Executive Director.
- Annual summary conference between the Executive Director and the staff member that includes a review of the member's performance, progress toward the objectives set forth in the professional improvement plan developed at the previous annual conference, pupil assessments and growth toward program objectives, and the written performance report prepared by the Executive Director, and
- Annual written performance report within five working days of the annual summary conference and the provision that the member may, within ten working days of the signing of the report, augment the report with additional performance data. Legal References: N.J.A.C. 6:3-1.19(c) Policy for Supervision Required; N.J.A.C. 6:3-1.19(d) Written Evaluation Required.

Record of Raising Student Achievement Based on past performance, VPCS and MPCS have achieved Tier I School status, as defined by the New Jersey Department of Education (NJDOE) – achieving proficiency on the challenging Common Core State Standards as measured by state assessments. VPCS expanded from the original charter from K-5- to K-9. It is currently ranked #1 out of 40 schools in Cumberland County by the NJDOE. MPCS was recently granted expansion from K-5 to K-7. It is currently ranked #3 out of 40 schools in Cumberland County. Since inception, **CCCSN-EP** has demonstrated positive student achievement and attainment. Both VPCS and MPCS consistently outperformed their respective school districts of Vineland Public School District and Millville Public School District as well as the New Jersey State averages. The schools have a wait list of 157 students demonstrating the unmet need for

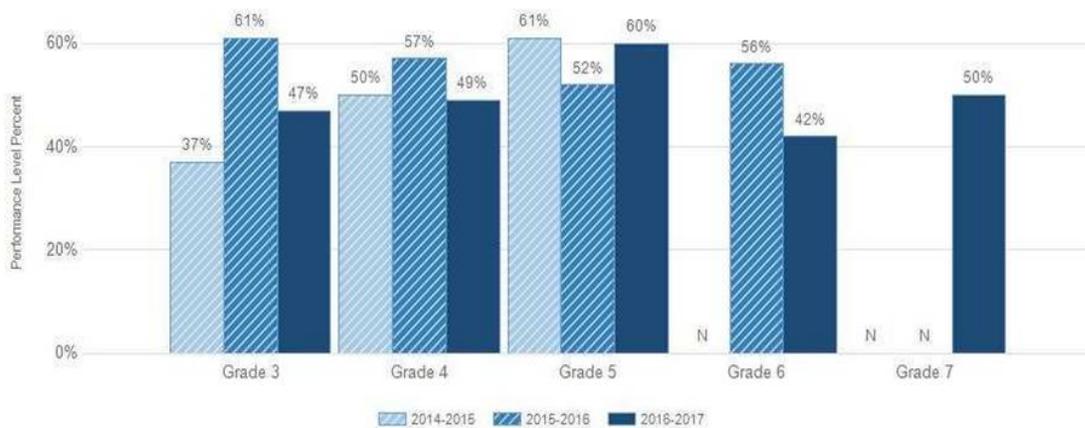
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additional charter school education opportunities in Cumberland County. (94 VPCS, 41 MPCS, and 12 BPCS). *See Appendix E: Student Academic Achievement.*

The following data are provided as evidence of overall school performance compared to other New Jersey public schools as well as performance of subgroup populations as defined in Section 1111(b)(2)(C)(v)(II) of the ESEA. The information has been gathered, unless otherwise noted, included in full in *Appendix E: Student Academic Achievement.* The Partnership for Assessment of Readiness for College and Careers (PARCC) test comparisons are provided where data is available demonstrating school performance across grades and across subgroups. The following demonstrate growth trends in all 3 schools through available assessment data:

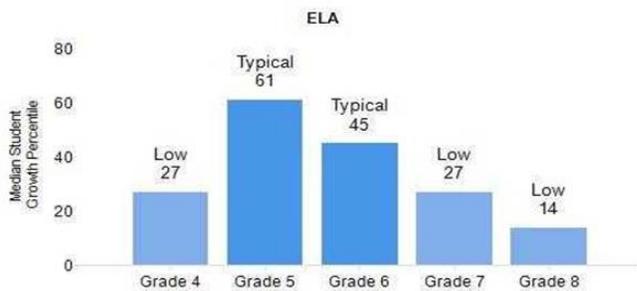
**Language Arts 3-Year Growth Trends
(2014-2015, 2015-2016, 2016-2017)**

Millville Public Charter School



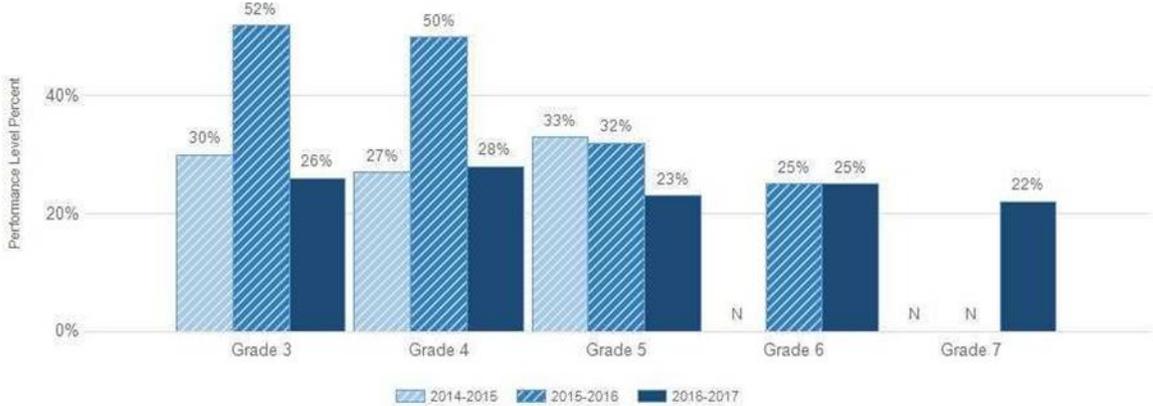
Vineland Public Charter School

(3-year growth not available, below represents typical levels)

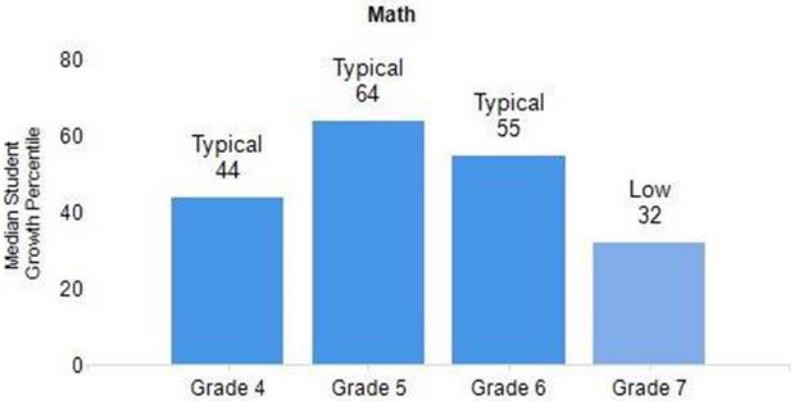


**Math 3-Year Growth Trends
(2014-2015, 2015-2016, 2016-2017)**

Millville Public Charter School

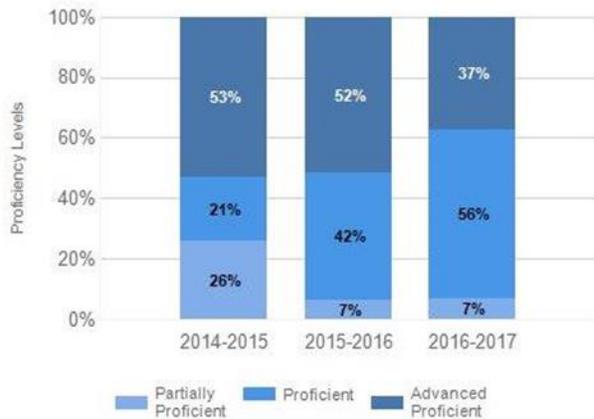


**Vineland Charter Public School
(3-year growth not available, below represents typical levels)**

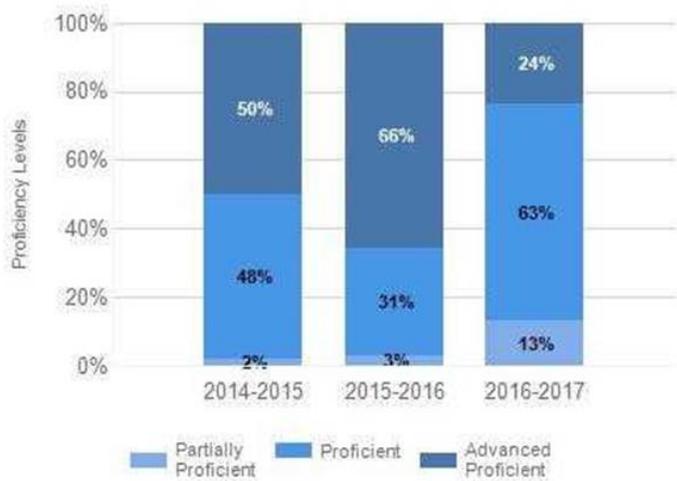


**Science 3-Year Growth Trends
 (2014-2015, 2015-2016, 2016-2017)**

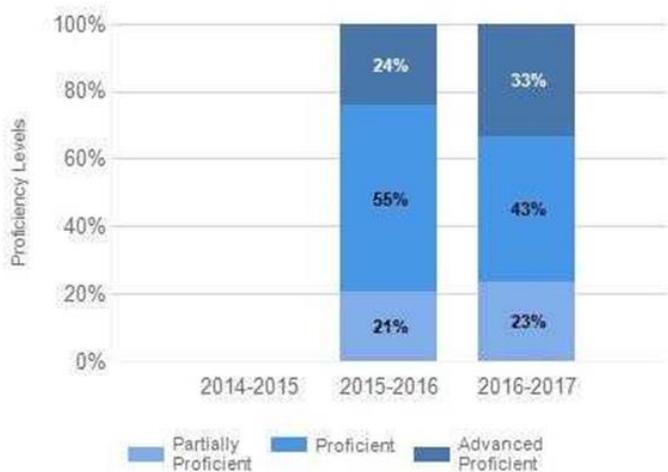
Millville Charter Public School



Vineland Charter Public School 4th Grade



Vineland Charter Public School 8th Grade

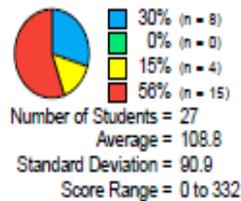
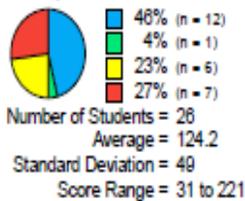


**Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 Bridgeton Public Charter School, 2017-2018
 (Beginning of Year/ Middle of Year Assessments)**

Kindergarten

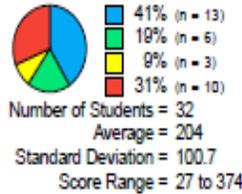
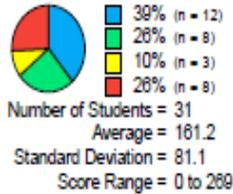
First Grade

DIBELS Composite Score



Second Grade

DIBELS Composite Score



Third Grade

DIBELS Composite Score

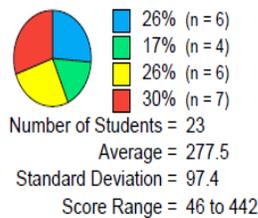
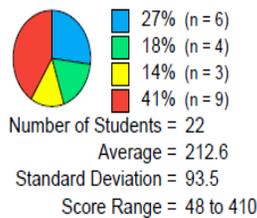
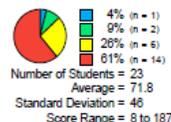
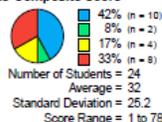


Table 4 clearly demonstrates VPCS and MPCS exceeded the state's percentages in the majority of assessments in 2016-17. School-wide performance exceeded state performance in all assessments. Sub-groups Hispanic, African American, and Economically Disadvantaged met or exceeded the state in the majority of assessment categories.

DIBELS Composite Score



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Disabilities					

SOURCE: New Jersey Performance Reports for Vineland and Millville Public Charter Schools.

Additional data points are detailed in **Table 7:**

Table 7: CCCSN School Data, by Indicator Weight ^{13 14}			
Grades Served	K-7	PK-9	PK-12
Chronic Absenteeism	15.0%	13.7%	22.0%
School Rank	Tier Rank 1: High Achieving School	Tier Rank 1: High Achieving School	N/A
Graduation Rate	N/A	N/A	90.0%
Drop-Out Rate	N/A	N/A	1.2%
Student- Teacher Ratio	11:1	13:1	28:1

(ii) Quality of the Project Design

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (2) The extent to which the design of the proposed project is

¹³ Retrieved on April 9, 2018 from

https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=80&district=6069&school=952&SY=1617&schoolyear=2016-2017#Pdb8f6c78a6254f9ead968a627fb20c68_10_18iS3

¹⁴ Retrieved on April 9, 2018 from

https://rc.doe.state.nj.us/report.aspx?type=school&lang=english&county=80&district=6069&school=952&SY=1617&schoolyear=2016-2017#Pdb8f6c78a6254f9ead968a627fb20c68_13_18iS3

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appropriate to, and will successfully address, the needs of the target population or other identified needs.

Table 8 included on the next pages outlines the goals and strategies for expansion and identifies a working timeline for the expansions. It also provides a clear picture of how **CCCSN-EP** staff will contribute to the achievement of the organization’s strategic goals.

Table 8: PROJECT GOALS, OBJECTIVES AND OUTCOMES		
Increase number of students served across three charter schools in the CCCSN-EP by 180/year for Years 1-3 of the grant and 120/year in Years 4-5 of the grant.	Number of Students Enrolled in VPCS, MPCS, and BPCS annually.	YEAR 1: 180 in three schools YEAR 2: 180 in three schools YEAR 3: 180 in three schools YEAR 4: 120 in two schools YEAR 5: 120 in two schools
Maintain and expand high-quality instruction and academic programming to ensure academic success.	Academic Achievement State Assessments	See Individual School Academic Assessment Targets Below.
Maintain and expand active learning objectives that provide high-quality education and work environments.	Student Attendance Student Retention Faculty/Staff Retention	See Individual School Academic Assessment Targets Below

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community outreach strategies.		
Goal #3: Reduce the CCCSN-EP dropout rate to less than 2% of all students		
Develop strategies to prevent dropout	Retention Documents	Year 1: 2%-1.9% Year 2: 1.9%-1.8% Year 3 1.8%-1.6% Year 4: 1.6%-1.4%
Improve Attendance	Daily attended System Reports	Year 1: 95%-95.2% Year 2: 95.2%-95.4% Year 3: 945.4%- 95.6% Year 4: 95.6% - 95.8%
	By June of 2023, increase the percentage of total students meeting or exceeding proficiency on the PARCC English Language Arts Assessment.	
	PARCC Assessment	
	Based upon 2016-2017 State Assessment Data, increase the percentage of total students meeting or exceeding proficiency on the PARCC English Language Arts Assessment by 1% annually.	
	By June of 2023, increase the percentage of total students meeting or exceeding proficiency on the PARCC Mathematics Assessment.	
	PARCC Assessment	
	Based upon 2016-2017 State Assessment Data, increase the percentage of total students meeting or exceeding proficiency on the PARCC Mathematics Assessment by 1% annually.	

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MPCS Goal #1	By June of 2023, increase the percentage of total students meeting or exceeding proficiency on the PARCC English Language Arts Assessment.
	PARCC Assessment
	Based upon 2016-2017 State Assessment Data, increase the percentage of total students meeting or exceeding proficiency on the PARCC English Language Arts Assessment by 1% annually.
	By June of 2023, increase the percentage of total students meeting or exceeding proficiency on the PARCC Mathematics Assessment.
	PARCC Assessment
	Based upon 2016-2017 State Assessment Data, increase the percentage of total students meeting or exceeding proficiency on the PARCC Mathematics Assessment by 1% annually.
	By June 2023, 73% of all K-3 students in Bridgeton Public Charter School will read on grade level.
	K-3 progress will be measured by Fall to Spring growth results on the DRA.
	Increase the percentage of student's growth annually by 1% as measured by DRA, iReady, and Dibels Assessments.
	By June 2023, 70% of students in Kindergarten will attain grade level target in Math by the end of the school year.
	Kindergarten progress will be measured by I-Ready diagnostic results in Math from Fall to Spring.
	Increase the percentage of Kindergarten student's annual growth in mathematics by 1%.

Performance Measures: The Evaluation Plan will use generally accepted measures of student and school outcomes which 1) will measure the performance of the Project and 2) are consistent with the performance measures established for the program funding requirements.

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Table 9: Measurement		
<ul style="list-style-type: none"> • Student achievement • Performance on standardized tests • Performance relative to grade level • Annual yearly improvement • Student engagement • Student attendance • Student participation in school activities 	<ul style="list-style-type: none"> • School quality • Performance on NCLB and state defined indicators • Performance on internally defined indicators • Teacher engagement • Teacher recruitment and retention rates • Teacher development • Community engagement • Student recruitment and enrollment • Satisfaction (students, staff, parents) 	<ul style="list-style-type: none"> • Network quality • Student achievement across all schools • Recruitment and retention of school leaders • External influence • Student achievement in neighboring schools, across the district, or other relevant geography

Data Collection: School personnel will assist with data collection under the guidance and direction of the External Evaluator. The Evaluation Plan requires regular and frequent reporting and data collection by way of archival data, surveys, interviews, and other means as required to collect information on the performance measures. All school administrators have been actively trained by the Federal Teachers Incentive Fund Grant (TIF4) in data warehousing systems, data collection, data analysis and data transition to monitor and drive instruction over the last two years. The performance measures used in Evaluation Plan are appropriate in that they are: 1) Measurable, 2) Controllable, 3) Focused, and 4) Comprehensive. These performance measures will paint a picture of where things are going well, flag potential problems, and identify areas in which practices need to be altered. In total, they monitor the health of the organization and serve as a tool for continually improving outcomes.

Baseline data will be established by the External Evaluator prior to the intervention using

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surveys, archival data, and other data collection techniques.

Performance targets are ambitious, yet achievable and will parallel performance measures as established by the New Jersey Department of Education. Performance targets will be assessed annually as part of the requirements of this grant. Performance measures meet WWC standards.

Dissemination of Evaluation Findings: The Evaluation Plan described herein is based on a continuous improvement model that includes defining goals, ongoing monitoring, and timely adjustments as appropriate and includes strategies to annually report the progress of projects included in the grant, including a description of preliminary or key findings and an explanation of any changes in goals, objectives, methodology, or planned products or publications. As required by the grant guidelines, the External Evaluator will report annually to the DOE and Project administration on the progress of Project, including a description of preliminary or key findings and an explanation of any changes in goals, objectives, methodology, or planned products or publications to review performance feedback and assess progress towards achieving the intended goals, objectives and outcomes. Qualitative feedback will be collected through surveys administered to students, teachers, and community partners, gathering feedback across multiple dimensions, complying with all Federal guidelines and laws regarding the confidentiality of student information--all data will be coded to ensure privacy and protection of personal information. QERs will be made publicly available within 30 days of presentation to Project administration and distributed via email to interested parties and publicized via email and a link on the schools' website. Quarterly, annual reports, and five-year report will be submitted to the **What Works Clearinghouse** including GPRA Performance Measures quantifying replication, institutionalization, and accurate data monitoring.

CCCSN-EP will provide additional educational opportunities for educationally disadvantaged students and enable those students to meet challenging State academic standards, please see

Diversity Table 3 on page 6 demonstrating the students we serve in all 3 schools. A 2013 study by Center for Research on Education Outcomes (CREDO)¹⁵ found that charter school students in poverty, black students, and those who are English language learners (ELL) gain significantly more days of learning each year in both reading and math compared to their traditional public school peers. Performance differences between charter school students and their traditional public school peers were especially strong among black and Hispanic students in poverty and Hispanic students who are ELL in both reading and math.¹⁶

CCCSN-EP recognizes the benefits for disadvantaged students and offers all-inclusive environments to identify and address the needs of all students through educational and support programming. Disadvantaged students may require particular approaches, programming, strategies and/or materials for successful learning; the mission and vision of the schools target the needs of all students individually. The schools strive to meet the needs by assessing students on an individual basis and 1) focusing on barriers impeding academic success, 2) simplifying the system for all involved and providing individualized plans, 3) refining funding formulas to focus on students' academic challenges, 4) strengthening accountability by measuring year-to-year growth in student achievement, and 5) identifying and facilitating the sharing of best practices.

The Boards of Trustees assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14.1 et seq. The Boards have programs and procedures in effect to ensure the implementation of Policy #2460- Special Education. The schools' Intervention & Referral Service (I&RS) Team is charged with the initial implementation and monitoring of interventions with students who appear to be at-risk if they have not been previously identified and accommodated with an Individual Education Plan (IEP).

¹⁵ National Charter School Study 2013, Center for Research on Education Outcomes (CREDO) at Stanford University, 2013

¹⁶ National Charter School Study 2013, Center for Research on Education Outcomes (CREDO) at Stanford University, 2013

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Educational modifications and accommodations are provided for all students that have IEPs. The schools offer an enriched program of activities in a small class setting to include multi-cultural experiences, promoting diversity and tolerance through a strong focus upon the development of receptive, expressive and written communication through an integrated performance model. The schools strive to provide students in all grades a content-rich, academically rigorous Core Content Standards Knowledge education with a well-defined, sequential curriculum in a safe, orderly, disciplined and caring environment.

The educational performance of students is frequently monitored so that adaptations and adjustments will not have a significant impact upon the course of study and professional development is essential in facilitating learning amongst the special needs populations. Teachers who identify students in need of additional academic, behavioral, and/or emotional support must first consult with the Principal to discuss issues of concern and plan for parental involvement. During this stage, the student is observed for a prescript duration. If the plan proves ineffective, the Principal and teacher submit a written referral to the school's Intervention & Referral Service (I&RS) consisting of a special educator, guidance counselor, regular educator, and consulting Learning Disabilities Teacher/Consultant.

CCCSN-EP supports students with disabilities with specific supplies and materials outlined in their respective Individual Education Plan. The Business Office can provide copies of invoices from outside consultants such as Speech Therapists, Occupational Therapists, Physical Therapists and the Child Study Team. If the student is deemed ineligible for special education, but could benefit from behavioral health services, a treatment plan is developed. Additional parental consent is obtained prior to implementation of any special education plan.

(iii) Quality of Project Personnel

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (2) The qualifications of key personnel.

CCCSN-EP will advertise of all open positions immediately upon notification of funding award.

The positions will be advertised in the local newspaper as well as in local and national job boards (e.g., Monster.com, etc.). **CCCSN-EP** will also contact previous successful contractors. Additionally, in order to reach out to traditionally underrepresented populations, positions will also be posted at local job fairs, and through existing networks of community-based organizations.

The **CCCSN-EP Expansion Project** team has individual and collective qualifications for implementing the expansion school model successfully including proven capacity and experience in areas such as: 1) school leadership, administration, and governance; 2) staffing/recruiting; 3) goal setting and performance management; and 4) instruction, and assessment. The administration has years of experience in all aspects of public education, charter school development, and implementation. Key personnel involved in the **CCCSN-EP Expansion Project** – see full resumes and work experience is included in *Appendix B: Resumes*

Table 9: Key Staff		
Name, Title, % Time to CCCSN-EP	Hired By	School Role
Ann F. Garcia, Executive Director	CCCSN	In partnership with the Board and the Executive Team, implements the organization’s five-year strategic plan, and holds the entire team accountable for its strategic

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<p>CCCSN-EP 20%</p>		<p>goals and mission-alignment. Oversees a high-performing academic team to ensure that students meet academic goals and achieve transformational educational outcomes.</p>
<p>Esteban J. Garcia III, Deputy Executive Director CCCSN-EP Project Director, 40%</p>	<p>CCCSN</p>	<p>Responsible for reviewing school budgets, quarterly financial statements, financial audits, and other school finance documents. The Deputy Executive Director will make presentations and coordinate logistics ranging from meetings to professional development. In addition, the Deputy Executive Director will lead the recruitment, oversight and support of individual boards.</p>
<p>Douglas McGarry, Board Secretary/ Business Administration CCCSN-EP 10%</p>	<p>VPCS and MPCS</p>	<p>Participates as a member of the School Management Team and work in a lateral position with the School Principal. Provide leadership, guidance and supervision of the Accounting, Human Resources, IT, Maintenance, Payroll and Business Services departments, as well as their evaluation. Provide oversight for the school's nutrition services program, contracted to an outside vendor. Provide close oversight of the Maintenance department related to capital projects, personnel, with emphasis on Building and Grounds supervision. Serve as Records Retention officer, ensuring compliance with laws and regulations, as well as Risk Manager and Safety Coordinator, providing a safe environment for staff and students. Develops IT, fiscal, personnel and facility plans, and draft policies and procedures to streamline operations and internal controls.</p>
<p>Christina Murphy, Business Administrator/</p>	<p>BPCS/ VPCS and MPCS</p>	<p>Participates as a member of the School Management Team and work in a lateral position with the School Principal. Provide leadership, guidance and supervision of the Accounting, Human Resources, IT, Maintenance,</p>

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<p>Assistant Business Administrator</p> <p>CCCSN-EP</p> <p>10%</p>		<p>Payroll and Business Services departments, as well as their evaluation. Provide oversight for the school's nutrition services program, contracted to an outside vendor. Provide close oversight of the Maintenance department related to capital projects, personnel, with emphasis on Building and Grounds supervision. Serve as Records Retention officer, ensuring compliance with laws and regulations, as well as Risk Manager and Safety Coordinator, providing a safe environment for staff and students. Develops IT, fiscal, personnel and facility plans, and draft policies and procedures to streamline operations and internal controls.</p>
<p>Kim Garcia, Chief Academic Officer (CAO)</p> <p>CCCSN-EP</p> <p>15%</p>	<p>VPCS/ MPCS/ BPCS</p>	<p>CAO is responsible for both sustaining and improving high academic excellence at all 3 schools. The CAO has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, and executes the vision and strategic direction for curriculum, instruction, assessment and school improvement initiatives. In addition, the CAO will collaborate with the members of the Executive Team and other academic leaders in the evaluation, modification, and development of instructional best practice that leads to higher student achievement and character development.</p>
<p>Charlotte Gould, Dean of Students – Supervisor of Fine and Performing Arts</p>	<p>BPCS VPCS/ MPCS/ BPCS</p>	<p>Manages the implementation of positive and negative aspects of the discipline systems. De-escalates and resolves student and parent conflicts by establishing and maintain healthy communication with families, including initiation of behavioral planning meetings. Regularly participates in the collection of and analysis of data to improve school culture. This data includes suspension rates, detention rates and attendance, merits,</p>

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<p>CCCSN-EP 5%</p>	<p>and demerits. Compiles daily and weekly data reports and sends to staff and leadership team with key findings and recommended next steps. Ensures school culture of calm in hallways and lunchroom.</p> <p>Communicates discipline issues with families, including notification of detention and suspension.</p> <p>Works collaboratively with social worker, deans, and other academic personnel to implement restorative discipline practices, including facilitating of restorative conferences with teachers and students and coaching of teachers in leading restorative conferences</p>
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(iv) Quality of the Management Plan

CCCSN-EP operates three high-quality public charter schools as defined by the grant guidelines. Through strong leadership and strategic planning, the network of schools has successfully addressed the education of the communities within Cumberland County with very positive outcomes. Evidence of the high-quality school performance is described in various sections within the grant application:

- (a) Strong academic results, which may include strong student academic growth, as determined by a State: See *Selection Criteria Section 4(a): Quality of Applicant and Appendix E: Student Academic Achievement.*
- (b) No significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance: See *Selection Criteria Section Quality of the Eligible Applicant*
- (c) Demonstrated success in significantly increasing student academic for all students served by the charter school: See *Selection Criteria Section Quality of Eligible Applicant and, and Appendix E: Student Academic Achievement.*

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(d) Demonstrated success in increasing student academic achievement for each of the subgroups of students: See *Selection Criteria Section Quality of Eligible Applicant, and Appendix E: Student Academic Achievement*.

Table 10 delineates the **Management Plan** and rolls of staff and Board of Trustees to develop the Educational Program, the Governance and Organizational Plan and the Financial Plan for the schools as it relates to the grant project included in this application.

Table 10: MANAGEMENT PLAN				
	Develop project plan for grant; Train staff in grant needs, i.e. reporting, data collection; Set monthly grant meetings, with weekly Project Director staff calls; Add grant updates to Board of Trustee agendas at all three schools; Schedule monthly meetings for Project Director and all key staff to discuss CCCSN-EP	When grant is received/ Ongoing	Executive Director	School staff Board of Trustees School Principals
	Develop Assessment Strategies	When grant is received/ Ongoing	Executive Director	School Principals External Evaluator
	Media Outreach; Open Houses; Other Marketing Strategies	When grant is received/ Ongoing	Executive Director School Principals	School staff

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Financial/Grant Management	Develop grant reporting strategies; Adhere to Generally Accepted Accounting Practices and all grant guidelines; Create evaluation calendar for quarterly and annual reports	When grant is received; Annually as required by the grant and accounting practices; Quarterly reports for grant evaluation plan.	External Evaluator Executive Director	School Principals Support Staff
	Provide rigorous evaluation according to the Evaluation Plan; Implement the Evaluation Plan	Quarterly and Annual evaluation reports per grant guidelines.	External Evaluator	Executive Director School Principals
	Develop fundraising strategies to assure sustainability	Ongoing	Board of Trustees	Executive Director Support Staff
	Schedule regular training for school staff; Create yearlong professional development plans for teachers and staff as needed	When grant is received/ Annually	Board of Trustees Executive Director	School Principals

Support Staff include ED: Executive Director CFO: Chief Financial Officer DF: Director of Finance DHC: Director of Human Resources DO: Director of Operations

To build future capacity, the schools are working with the Center for Educational Innovation-

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Public Education Association (New York) (CEI-PEA – lead organization for Network of Independent Charter Schools) to provide training for the Boards of Trustees, administrators and teachers. CEI-PEA is a New York-based nonprofit organization that creates successful public schools and educational programs. Since that time, CEI-PEA has created the Partnership for Innovation in Compensation for Charter Schools (PICCS) initiative- a human capital management system (HCMS) involving 26 public charter schools in New York and New Jersey described in Section 5 (b).

CCCSN-EP strives to provide a safe, non-bias, nurturing and caring environment that promotes character building programs and projects which develop critical thinking, team building, and problem-solving skills with focus on intensive early intervention for children. **CCCSN-EP** actively supports family members in order to increase student achievement and family success in education. Other distinguishing characteristics include:

- Strong focus on the development and utilization of receptive, expressive, and written language as well as integration of content into other areas of study;
- Longer school day and extended school year for continuity of instruction and family support;
- Small class sizes providing a personal climate where students strengths and weakness are well known and used as a basis for instruction;
- Integrated learning with an emphasis on discovery and articulation of knowledge
- The schools offer an enriched program of activities in a small class setting to include multi- cultural experiences and a content-rich, academically rigorous Core Content Standards Knowledge education with a well-defined, sequential curriculum in a safe, orderly, disciplined and caring environment learning to comprehend, express and write in all aspects of language.

The **CCCSN-EP** emphasizes classroom environments that operate with collaboration, project-

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based learning (PBL) through creation of ongoing projects, technology integration, engaging in-class activities, and a problem-based learning model with challenging problems and collaboratively work toward their resolution. Students connect disciplinary knowledge to real-world problems. The motivation to solve a problem becomes the motivation to learn. The **instructional strategies** used through the expansion process will support the current framework developed under the Marzano teacher evaluation adopted by the Board of Trustees and teachers and staff of the schools to support the Achieve NJ Act and the requirements of the PICCS described elsewhere in this Section.

The **CCCSN-EP** models the exact financial systems, administrative structures, and operations that are and have been proven to be successful. The administration is confident, based on the successful outcomes that have been demonstrated in the existing schools, the newly expanded and replicated schools will experience the same high-quality performance and success. *See Application Requirement Section 5 (f)* for information on facilities, shared services, financial management, central office, human resources, and governance.

Schools operated by **CCCSN-EP** have not 1) been closed or terminated, 2) had charters revoked, 3) had financial issues, compliance issues, or other issues affecting charter status. In February 2016, the charter schools operated by the Cumberland County Charter School Network were given approval by the state Department of Education to add grades and expand. *See also Appendix: F: Organizational Budgets and Financial Information.*

Table 11: Compliance and Management Issues
FY 2014 – One finding for incomplete bank reconciliations – finding was resolved to the auditor’s satisfaction by replacing the Treasurer of School Monies
FY 2015 – No findings
FY 2016 – No findings

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FY 2017- No findings
FY 2014 – No findings
FY 2015 – One finding for failure to send a TPAF reimbursement to the state of NJ within the 90-day liquidation period. Payment was made within 120 days and internal controls were put in place to prevent missing this deadline again.
FY 2016 – No findings
FY 2017- No findings
FY 2016 – No findings. This was the first audit for Bridgeton which was an 18-month audit from 1/1/15 to 6/30/16.
FY 2017- No findings

(v) Quality of the Continuation Plan

CCCSN-EP is focused on the future of Cumberland County and will continue to use a proven model for expansion and replication used since starting the first school to sustain the network of schools. Funding has been requested to primarily support two General Education Teachers and one Special Education Teacher. We anticipate by the end of the five-year project the growth of our student population will support these new staff and grant funds will no longer be needed. Thus, the work of the **CCCSN-EP** will be continued.

Financial systems are in place to monitor and ensure efficient and effective use of state funding and other revenues within all **CCCSN-EP** schools. Administrators will continue to utilize established financial systems to support future operations over the next years. **CCCSN-EP** and the schools have strong connections to and presence in the communities served. The schools will continue to build community partners such as Highmark School Development, LLC, Glassworks, LLC, and CEI-PEA to help fulfill the mission to be involved in the community and to meet the

growing needs of the students in the service areas. *See Appendix C Letters of Support.*

SECTION #3- Application Requirements

(a) A description of the roles and responsibilities of the eligible applicant, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners (Section 4303(f)(1)(C)(i)(I) of the ESEA). A public charter school in the State of New Jersey operates as its own Local Education Agency (LEA) under a charter granted by the Commissioner. The NJDOE is the State Education Agency (SEA) and sole charter school authorizer in New Jersey. The Office of Charter Schools (OCS) authorizes charter schools consistent with national best practice in charter school authorizing, offering school operators' autonomy and opportunities for innovation in exchange for accountability for student outcomes. Charter schools within New Jersey are considered LEA's under State law. In addition, all schools included in this proposal comply with the Individuals with Disabilities Education Act (IDEA) by serving children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools. The proposal includes expansion models for three existing schools that already hold individual charters with the State of New Jersey, following the requirements of the OCS and managed by **CCCSN-EP.**

In New Jersey, when schools are chartered, a preparedness site visit reviews programs, facility, fiscal documentation and interviews with the Board of Trustees of the new school, along with interviews of staff members to assess organizational leadership. Once the preparedness process is successfully completed, the new school enters into a formal charter school agreement with the

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NJDOE, setting forth the terms and conditions of operations and defines the academic and non-academic criteria by which the new school is evaluated and held accountable. School charters are included in *Appendix E*. Also see *Quality of Eligible Applicant*, for further information.

(b) A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the SEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. The CCCSN-EP is designed to meet the New Jersey Student Learning Standards for Preschool Teaching and Learning Standards as well as K-12 standards for the following content areas: 21st Century Life and Careers, Comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The network of existing schools has also created a safe, non-bias, nurturing and caring environment that promotes character building programs and projects which develop critical thinking, team building, and problem-solving skills thus enabling students to focus on education.

NJDOE provides a Performance Framework that sets clear expectations for schools and allows the NJDOE to assess if 1) the academic programs are successful, 2) is the school financially viable, 3) is the school equitable and organizationally sound. It compares schools to similar peer schools, assessing progress of individual subgroups of students and the school as a whole over time. It also assesses if enrollment practices serve all students and whether the school offers a safe and structured learning environment. The 2016 Performance Framework Reports for VPCS

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and MPCs are included as an attachment to this proposal, BPCS Performance Framework Report is not yet available.

(c) A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds (Section 4303(f)(1)(C)(i)(IV) of the ESEA) To create a culture of parental empowerment and ownership, CCCSN-EP is a viable and active member of the community. Parents and community members have input into education and all stakeholders are kept informed through orientations, literature and workshops. Positive school climate promotes student learning and powerfully affects students' motivation to learn. The schools promote a supportive and collaborative learning environment where students are encouraged to build upon one another's ideas in productive and engaging ways. Results from parent and teacher surveys provide input to programming, strategies and school policies and also indicate a high level of satisfaction with the schools and current processes. The rate of teacher retention (85%) and low rate of attrition rate demonstrates a safe, participatory and responsive environment fostering student learning, academic achievement, and teacher effectiveness.

As an example of how the schools use parent and community input, the schools' Boards of Trustees, administrative team, teaching staff and parents meet at various times during the year to discuss the successes and challenges facing the schools. Using a GAP analysis survey by parents and teachers, future goals were identified 1) continue with the educational program through 8th grade, 2) secure a building to allow for expansion, 3) increase student achievement, 4) develop a data warehousing system, 5) reduce class sizes and 6) develop our administrative and teaching staff to their fullest potential. With these goals in mind, we joined the Center for Educational Innovation—Public Education Association (CEI-PEA) and have made these objectives part of the schools' long-term plan.

(d) A description of the eligible applicant’s planned activities and expenditures of funds to support the activities described in section 4303(b)(1) of the ESEA, and how the eligible applicant will maintain financial sustainability after the end of the grant period (Section 4303(f)(1)(C)(i)(V) of the ESEA) The schools included in this expansion project will continue to maintain three separate budgets for the allocation of funds, working with a shared business office. The schools will continue to follow all New Jersey Department of Education and Grant requirements regarding financial records, oversight, audit and other relevant information. Grant funds will be expended according to the strategy included in the Budget Narrative and SF 424. See *Budget Narrative and Appendix H: Operational Budgets and Financial Information*.

(e) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under this program (Section 4303(f)(1)(C)(i)(VI) of the ESEA) As previously mentioned, CCCSN has made family and community involvement a primary goal. Families have a major influence on their children’s achievement in school and through life. As a result of this influence, positive results with student achievement occur when schools, families, and community groups work together to support learning. The schools build collaborative relationships among teachers, families, and community members by welcoming all families and community members into the school community at the onset and throughout the school year. Involvement is realized through effective communication including school websites, weekly communication folders, a monthly calendar, parent/teacher conferences 3 times per year, monthly parent/teacher organization meetings, and through various volunteer opportunities. Families and school staff engage in regular and meaningful communication about student learning throughout the school year. Personal invitations are given to Police, fireman, the town librarian and other community members to meet with the students to discuss their roles in the

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community. Families and school staff continuously work together to support students learning and healthy development both home and at school and have regular opportunities to strengthen their knowledge and skills.

(f) A description of how the eligible applicant has considered and planned for the transportation needs of students for each school that will receive funds (Section 4303(f)(1)(E) of the ESEA) Each of our schools a transportation program through their local school district, buses transport students before and after school. In addition, some parents bring students to school daily according to drop-off and pick-up policies.

(g) A description of how each school that will receive funds will support all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom. Retention is promoted through a variety of clubs, activities, and after school programs including tutoring ad other academic enrichments.

(h) A description of how each school that will receive funds will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (Section 4303(f)(2)(A) of the ESEA) Each school is governed by its own principal and Board of Trustees, which makes both budget and personnel decisions. All final decisions regarding both hiring and dismissal of staff are made jointly between the principal and School Board, and do not involve Central Administration. This is also true with budget and operations decisions.

(i) A description of how the applicant will ensure that each charter school that will receive funds will recruit and enroll students, including children with disabilities, ELs, and other educationally disadvantaged students, including the lottery and enrollment procedures that will be used for each charter school if more students apply for admission than can be accommodated, and, if the applicant proposes to use a weighted lottery, how the weighted lottery complies with section 4303(c)(3)(A) of the ESEA We are committed to enrolling a

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cross-section of their respective community. Per New Jersey law, the opportunity for any student within the service area, i.e. respective city, to apply is guaranteed. Strong and proactive recruitment strategies have been employed in the existing schools within the target areas in Cumberland County including the City of Vineland, City of Millville, and the City of Bridgeton as well as an intense publicity campaign to encourage as much participation as possible. To notify the parents of eligible students about the opportunity to attend one of the charter schools included in the network, schools advertise in: Local newspapers; Social Media including Facebook, Twitter, and Google Plus; Advertisements on local radio stations; Flyers placed at area YMCAs; Flyers distributed at the area Walmart Shopping Centers; Information packets at frequently utilized community public areas and businesses; Informational Sessions at area Pre-Schools; Meetings conducted with local Women's Club, Cumberland County Chamber of Commerce, Cumberland County Republican Club; and Public Charter School Website. In addition, CCCSN collaborates with organizations in the area that represents targeted subgroups to ensure they are aware of the opportunities at our schools, particularly Open Houses, parent events, and registration deadlines.

All parents are encouraged to attend Open Houses that include teachers, students, parents, and members of the Board of Trustees. The events are available to describe the academic program and answer questions. If someone cannot make one of the Open Houses, they can call the school office and request an informational packet and schedule a tour. With the grant funding, the newly expanded schools will serve the community by providing a quality charter school experience encompassing all students and allowing no discriminatory practices for student admission based upon cultural heritage, race, gender, intellectual capacity, measures of achievement, disability status, language proficiency, or any other unethical process.

Assurances:

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1. The schools' admission policies are nonsectarian and may not discriminate against any student on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful if done by a school.
2. Admission shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

New Enrollment: New Enrollment starts in December each year. A call for new applications will be provided on December 1st. Applications are due by the 1st Friday in January to maximize chances for enrollment. Proof of residence is required.

- New Enrollment - Identified by Family Numbers starting with "1000".
- New Enrollment/Non-District - Identified by Family Numbers starting with "2000".

Enrollment Lottery: The Enrollment Lottery takes place in January of each year. Once all eligible continuing students and their siblings are placed at the appropriate grade level, available spaces are opened for new enrollment. If the school receives more applications for new enrollment than spaces available, an Enrollment Lottery is held to select the families. To ensure that enrollment preference is provided to siblings, families receive an application number and this number is used for eligible children in the household for each appropriate grade level. The lottery is conducted on the 2nd Tuesday in January at 6:00 PM, in the following order:

- Siblings - starting with the highest grade available down to the lowest grade available (K) - Family Numbers starting with "000 to 999".
- District- starting with the highest grade available down to the lowest grade available (K) - Family Numbers starting with "1000 to 1999".
- Non-District - starting with the highest grade available (12th) down to the lowest grade available (K) - Family Numbers starting with "2000".

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The newly replicated and expanded schools included in this proposal will maintain a waiting list to identify students requesting admission by application to the school pending acceptance for the following school year after the initial recruitment period. This waiting list begins with the close of the annual initial recruitment period and first random selection process and ends with the close of the subsequent school year.

The waiting list will be established based on enrollment demand (seats available for a grade level). First names are used to fill available seats. The waiting list will be divided by: 1) In-district students and 2) Students from non – resident school districts/Boards of Education. The waiting list is updated each time a family is called and comments are entered based on outcome. During the recruitment periods, the newly replicated and expanded schools will notify parents that their child's name remains on the list for enrollment for the only the subsequent year. Written notice from parents will be required each year prior to the annual lottery requesting to have their child placed in the selection process. Parents of multiple siblings place their children on the same card. When the lottery is completed, the children are placed in the next available slot for their grade level from either the enrolled or waiting list status, depending upon the availability of slots. In the following year, sibling applicants of currently enrolled students complete a lottery application. However, their card is pre-drawn to fill the next available spaces for the grade level from either the enrolled or waiting list status, depending upon availability.

All students from newly expanded schools included in this proposal are expected to be from their respective districts. The founders do not expect any non-resident enrollment based upon the identified need. However, if the enrollment for any particular year is not within expectations, non-resident students may apply for entrance. A non-resident waiting list will be kept for all non-resident students. The admission criteria and the applicant selection process will be identical to the resident student process. The wait list for the schools demonstrates unmet demand for charter

school education.

(j) A description of how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with part B of the IDEA. The Boards of Trustees assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14.1 et seq. The Boards have programs and procedures in effect to ensure the implementation of Policy #2460 – Special Education. The schools’ Intervention & Referral Service (I&RS) Team is charged with the initial implementation and monitoring of interventions with students who appear to be at-risk if they have not been previously identified and accommodated with an Individual Education Plan (IEP). Educational modifications and accommodations are provided for all students that have IEPs. The schools offer an enriched program of activities in a small class setting to include multi-cultural experiences, promoting diversity and tolerance though a strong focus upon the development of receptive, expressive and written communication through an integrated performance model. The schools strive to provide students in all grades a content-rich, academically rigorous Core Content Standards Knowledge education with a well-defined, sequential curriculum in a safe, orderly, disciplined and caring environment.

The educational performance of students is frequently monitored so that adaptations and adjustments will not have a significant impact upon the course of study and professional development is essential in facilitating learning amongst the special needs populations. Teachers who identify students in need of additional academic, behavioral, and/or emotional support must first consult with the Principal to discuss issues of concern and plan for parental involvement. During this stage, the student is observed for a prescript duration. If the plan proves ineffective, the Principal and teacher submit a written referral to the school's Intervention & Referral Service (I&RS) consisting of a special educator, guidance counselor, regular educator, and consulting

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Learning Disabilities Teacher/Consultant.

CCCSN-EP supports students with disabilities with specific supplies and materials outlined in their respective Individual Education Plan. The Business Office can provide copies of invoices from outside consultants such as Speech Therapists, Occupational Therapists, Physical Therapists and the Child Study Team. If the student is deemed ineligible for special education, but could benefit from behavioral health services, a treatment plan is developed. Additional parental consent is obtained prior to implementation of any special education plan. On an annual basis, the Individual Education Plans are evaluated to make sure the schools are in compliance.

(k) A description of how each school that will receive funds meets the definition of charter school under section 4310(2) of the ESEA as well as how the autonomy and flexibility granted to each charter school that will receive funds is consistent with the definition of a charter school. Our schools are all free, public, and open to all students from the charter school's district of residence on a space-available basis. Each school is also autonomous, operating under a Principal and a Board of Trustees that assures how funding is spent for each individual school.

(l) If an applicant proposes to open a new charter school (CFDA number 84.282B) or proposes to replicate or expand a charter school (CFDA number 84.282E) that provides a single-sex educational program, the applicant must demonstrate that the proposed single-sex educational programs are in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.)("Title IX") and its implementing regulations, including 34 CFR 106.34.

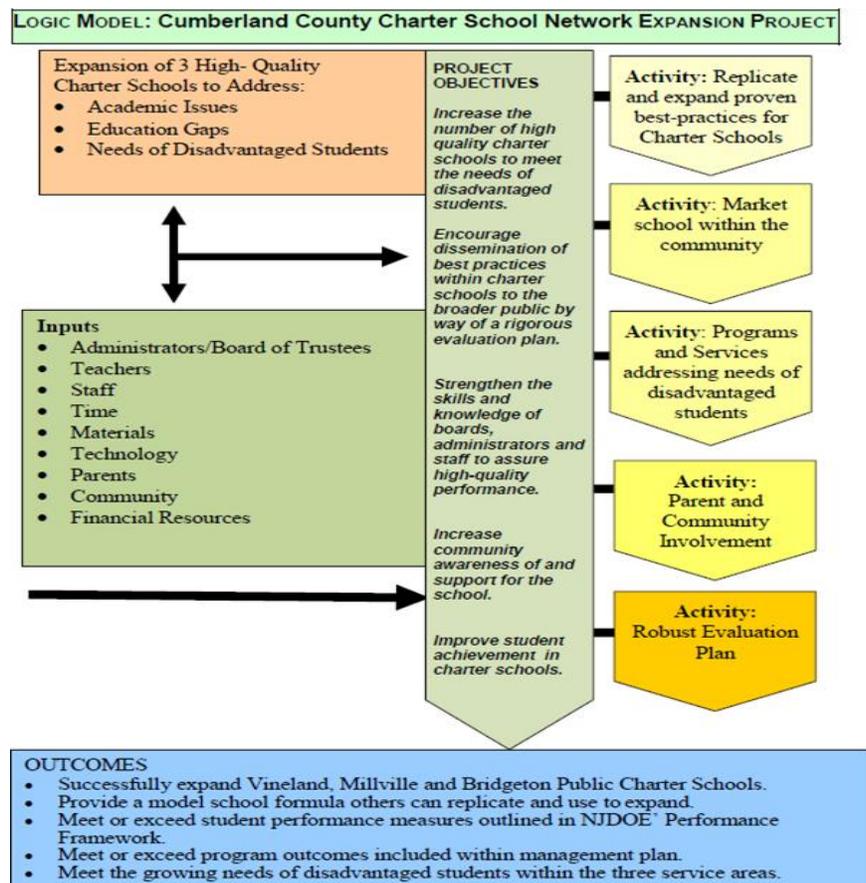
Not Applicable.

(m) A request and justification for any waivers of Federal statutory or regulatory requirements over which the Secretary exercises administrative authority, except any such

requirement relating to the elements of a charter school in section 4310(2) of the ESEA, that the applicant believes are necessary to implement its proposed project (Section 4303(d)(5))

Not Applicable.

(n) A complete logic model for the grant project.



(o) If available, the applicant’s most recent independently audited financial statements prepared in accordance with generally accepted accounting principles. See Appendix F for most recent Financial Audits.

Grants for the Replication and Expansion of High-Quality Charter Schools (CFDA number 84.282E) In addition to the preceding application requirements, applicants for CFDA number 84.282E must address the following application requirements.

(1) Information that demonstrates that the school is treated as a separate school by its

authorized public chartering agency and the State, including for purposes of accountability and reporting under Title I, Part A of the ESEA. CCCSN operates three public charter schools. Information about the individual schools is included in **Table 12**:

Table 12: Cumberland County Charter School Network School Information
1. Vineland Public Charter School (VPCS)
Founded: Chartered 2009 - Renewal 2013
Ranked #1 out of 30 public schools in Cumberland County.
Address: PK – 1015 E. Park Ave., Vineland, NJ 08360
Lower Elem. K-3, 2724 S. Main Rd., Vineland, NJ 08360
Upper Elem. 4-6, 2384 E. Landis Ave., Vineland, NJ 08360
Junior High – 7-9 1101 Wheaton Ave., Millville, NJ 08332
http://vinelandpubliccharterschool.org/
2. Millville Public Charter School (MPCS)
Founded: Chartered 2011- Renewal 2015
Ranked #2 out of 30 public schools in Cumberland County
Address: 1101 Wheaton Avenue, Suite 220, Millville, New Jersey 08332
http://millvillepubliccharterschool.org/
3. Bridgeton Public Charter School (BPCS)
Founded: Chartered 2014
Address: 790 East Commerce Street, Bridgeton, NJ 08302

See Appendix E: Schools Operated, Appendix F: Operating Budgets and Financial Information

(2) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA. *See Assessment Data beginning on page 18 and in Appendix*

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E Student Achievement Data

(3) Attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available four-year adjusted cohort graduation rates and extended- year adjusted cohort graduation rates.

Table 13: CURRENT ENROLLMENT, 2017-18 ATTRITION, and WAIT LIST 2018-19										
PK	30					30	0	8		
K	46	K	35	K	23	104	6	6	30	3
1	60	1	33	1	26	119	7	3	12	3
2	52	2	29	2	32	113	3	2	11	6
3	35	3	44	3	21	100	4	4	15	5
4	36	4	36			72	7	1	8	
5	34	5	32			66	3	8	5	
6	41	6	23			64	1	6	5	
7	49	7	18			67	0	8	2	
8	33	8	10			43	0	1		
9	9					9	2	5		
10	7					7	0			
Total	416	Total	260	Total	102	778	29	52	88	17

During the 2016-17 school year a total of 29 students dropped out of CCCSN-EP, representing approximate a 3.5% dropout/attrition rate. According to the NJDOE website, the total number of students to drop out in the 2016-17 year for peer public school districts are Vineland City = 107 or 1.0%, Millville City= 96 or 1.6%, and Bridgeton City = 47 or 1.0%.

(4) Information on any significant compliance and management issues encountered within the last three school years by the existing charter school being operated or managed by the eligible entity. See Table 11: Compliance and Management Issues on Page 37.