



Roseville Community Charter School

Renewal Application

Submitted October 15, 2024

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Renewal Application Questions

Table 1: Basic Information about the School

Basic Information	Content Column
Name of School	Roseville Community Charter School
Mission (Please state the mission)	The mission of the Roseville Community Charter School is to develop within scholars the character and discipline required to achieve academic excellence in high school, college, and beyond. This mission is rooted in the belief that all children can learn and achieve at high levels when provided with high-quality learning experiences in a challenging and supportive environment.
Approved District or Region of Residence	Newark
Total Actual K–12 Enrollment	286
Total Actual Pre-K Enrollment	0
2024-2025 Grade Levels Served	K-4
Number and Percentage of Free or Reduced-Price Lunch Students	265/95%
Number and Percentage of students with disabilities (SWD)	39/14%
Number and Percentage of multilingual learners (ML)	62/22%
Number and Percentage of White Students	3/1%
Number and Percentage of Black Students	140/48%
Number and Percentage of Hispanic Students	148/51%
Number and Percentage of Asian Students	3/1%
Number and Percentage of American Indian Students	14/5%
Number and Percentage of Hawaiian Native Students	0/0%
Number and Percentage of Students Two or More Races	55/20%

Organizational Performance Areas

Mission and Key Design Elements

1.1. Mission & Key Design Elements

- a) Describe the school’s educational philosophy.

Roseville Community Charter School (RCCS) believes that by focusing on character development and holding all students to the highest expectations within a warm, nurturing, and supportive environment, we will prepare students to thrive in school and beyond. RCCS is anchored in five core values that we refer to as “CHEER values”: Collaboration, Honesty, Excellence, Effort, and Respect are at the heart of our Community of Excellence.

- b) Identify the school’s key design elements as detailed in the 2020 charter renewal application. Describe any revisions made to the key design elements throughout the current charter term.

RCCS’s key instructional design elements include:

- *Increased Support:* Students are taught and supported by two adults in each of our lower elementary classrooms. Grades 3 and 4 are departmentalized. (One change here is the shift away from two adults in the upper elementary grades. This was sustainable with ESSER funds and critical to address COVID-19 learning loss but is not sustainable long-term.)
- *More Time to Learn:* Students have more time to learn with an extended school day that begins at 7:45am and ends between 3:15-3:25pm. More time is devoted to Literacy, Math, Science, and Social Studies in addition to related arts subjects (Art, PE, Spanish, Music).
- *A Challenging Academic Program:* We deliver a challenging and engaging curriculum that teaches students to become critical thinkers with a strong foundation in reading and math.
- *High Expectations:* We believe all students can achieve academic excellence when nurtured in a supportive, engaging, and disciplined environment.
- *Use of Data to Support Academic Growth:* RCCS utilizes data to determine instructional priorities aligned with the needs of students.
- *Robust, High Quality Professional Development:* RCCS dedicates significant time to professional development for teachers.

RCCS was founded based on these above-listed instructional cornerstones which, combined with our college-bound focus, continue to guide our daily practices.

Additionally, our program incorporates several of the following best practices:

Literacy	Mathematics
• Scholars engage in a minimum of 90 minutes of literacy instruction each day. • Daily literacy instruction includes PHONICS using Wilson Foundations Reading program. • Guided Reading instruction is daily as part of the ELA block and provides scholars the opportunity to receive targeted daily small group instruction. • Mini-lessons for the whole group followed by small group, targeted instruction based on data and observations is the expectation.	• Scholars engage in 90 minutes of mathematics instruction each day. • Daily Cognitively Guided Instruction (CGI) is a problem-solving component of the school day that focuses on student thinking and analysis through word problems. • As the core math program, Eureka Math engages scholars in a comprehensive curriculum that allows for hands-on, real-world problem solving. • A supplement to the core math curriculum is the Touch Math program for scholars identified as needing alternative math strategies or classified under special education.

A Nurturing, Supportive Environment

RCCS’s emphasis on social emotional development, building relationships, and the learning environment has grown since our last renewal. Our caring teachers provide a warm, nurturing, and supportive environment for learning in a developmentally appropriate classroom based around learning centers. Our *S.E.L.F. & Wellness program*, established through grant awards from the Victoria Foundation & Newark Trust for Education, is innovative and has been proven effective in increasing the social emotional health of our student population which increases access to learning. RCCS is well-known within the community as a school that addresses the needs of different types of learners, including the exceptional learner. We elaborate on these strategies later in the *School Culture and Climate* section of this application.

- c) If applicable, describe any proposed changes to the Commissioner-approved mission for the upcoming charter term.

RCCS has not proposed any changes to its mission for the upcoming charter term.

1.2. Curriculum

- a) Describe the school's process (and rationale) for selecting, developing, reviewing and revising the curriculum to ensure alignment with New Jersey Student Learning Standards (NJSLS). Please specify how the school's curriculum addresses the needs of all learners.

The school selects published curriculum and educational materials based on four criteria:

1. Alignment with the New Jersey Student Learning Standards (NJSLS)
2. Alignment with the RCCS mission
3. Evidence of success
4. Alignment with the specific needs of our scholars

Curriculum development is led by the Directors of Curriculum and Instruction. Review and formal adoption of the curriculum is completed by the Board of Trustees. The board's Academic Excellence Committee reviews the rationale for any curricular changes recommended by the superintendent and approves based on whether the recommendation is aligned with the criteria above. To maintain continuity and consistency, the curriculum undergoes ongoing reevaluation and enhancement routinely based on formative and interim assessment results and a summer curriculum reassessment and realignment of the curricular scope and sequence every summer.

RCCS has developed curricular maps that outline the scope and sequence for each marking period, with benchmark assessments guiding instruction in Math and English Language Arts. In Science and Social Studies, interim assessments help inform instructional pacing as scholars complete standards-aligned units or modules. Our scope and sequence and curriculum maps provide the necessary framework for teachers to complete their unit and lesson plans and ensure alignment with state standards. Our curriculum directors collaborate with faculty through 2x weekly team planning meetings and weekly K-4 vertical articulation meetings built into the schedule.

Core curriculum across English Language Arts, Math, Science, and Social Studies is carefully chosen to meet the updated standards, including those related to college and career readiness, computer science, and design thinking. Additionally, the curriculum incorporates mandates for diversity, equity, inclusion, and climate change, as outlined by legislation signed by Governor Murphy. Every year since 2020, RCCS has partnered with Inspired Instruction (consultants specializing in curriculum development) to audit and ensure compliance with any state updates, ensuring that the district's curriculum remains current and in line with state mandates. As an example, this past summer 2024, the DCIs and instructional coaches worked with Inspired Instruction to specifically address the new mandates pertaining to Health and PE as well as the integration of the Climate Change curriculum into our science curriculum.

For a full description of the core curricular materials used, please see below:

English Language Arts

Our English Language Arts curriculum is supported with a rich array of programs, materials, and assessments that are aligned with state standards and consistent with the high expectations of our classrooms. These include:

- McGraw Hill - Wonders for English Language Arts
- Wilson Foundations Reading Program
- STEP Reading Assessment / Leveled Reading Program
- Writers' Workshop Six + 1 Traits of Writing
- Supplemental Materials:

- Explode the Code (EPS online) - Phonics (Word Attack Skills)
- Beyond the Code (EPS) - Reading Comprehension
- Wordly Wise (Vocabulary Building)
- LexiaCore5 and LexiaEnglish (online literacy program)
- Reading A-Z (online literacy program)
- Guided Reading Library within each classroom
- Edmentum / Study Island (digital learning for Literacy practice)

Math Curriculum Materials

Our Math program is based around published materials that are aligned with state standards:

- Eureka Math Program (Great Minds)
- CGI Word Problems (Children’s Mathematics - Cognitively Guided Instruction)
- Edmentum / Study Island (digital platform for Math practice)

Social Studies

The RCCS Social Studies curriculum is based around the “MyWorld Social Studies” program published by the Savvas Learning Company. MyWorld is an integrated and interactive curriculum for grades K-5 that is well aligned with New Jersey Student Learning Standards. The program incorporates reading, writing, and storytelling to connect Social Studies content with literacy instruction. The program is well aligned with our goals for rigor and student engagement and ensures that students do the following on a regular basis: read and write during lessons, practice active reading, build academic vocabulary, and write for an audience. The program connects Social Studies across disciplines and provides for ongoing assessment.

Science

Our science program utilizes Next Generation FOSS science kits that offer students rich opportunities to conduct investigations. It puts the Next Generation Science Standards (NGSS) into practice by integrating all three dimensions: the Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts. The program engages students with meaningful active learning experiences, prepares all students to succeed with the NGSS performance expectations, and integrates reading and literacy strategies to support the ELA standards. The FOSS materials also include assessments aligned with state standards.

1.3. Instruction

- a) Complete the *Description of Instructional Practices* template found in [Appendix A](#).

1.4. Assessment

- a) Describe the school’s assessment system and how it is used to improve instructional effectiveness and student learning.

RCCS places a strong emphasis on using a comprehensive assessment strategy to enhance instructional effectiveness and support student learning. By integrating a variety of assessments that include K-4 standards-based formative assessments generated through the Achievement Network platform, subject-based curricular assessments, internal benchmark assessments (ELA and MATH) administered 3 times per year and generated through *LinkIt!*, STEP Reading assessments, and standardized summative assessments (NWEA MAP) administered 3 times per year, in addition to the data from state mandated assessments for grades 3 and 4, RCCS creates a robust framework for understanding student progress across all subject areas.

At the outset of the academic year, RCCS conducts baseline assessments such as our ELA and Math benchmark assessments, NWEA MAP baseline testing, Esi-3 kindergarten screening, and STEP Reading assessments, during the initial weeks of school. This early testing is critical as it establishes a baseline for each student’s abilities and knowledge. By identifying student baseline data, we can tailor instruction to meet individual needs early. These measures help to pinpoint learning gaps before they widen, allowing for timely academic interventions.

The use of diverse assessment tools ensures that RCCS captures a well-rounded view of student performance.

- **Screening Tools:** These initial assessments help identify students who may need additional support or enrichment.
- **Formative Assessments:** Conducted throughout the instructional process, these assessments provide ongoing feedback to both students and teachers. They help educators adjust their teaching strategies in real-time based on how well students are grasping the material.
- **Benchmark Assessments:** These assessments, typically administered at key points during the year, help track student progress toward meeting grade-level standards. They serve as a check-in to see how well students are retaining information over time.
- **Summative Assessments:** At the end of term, these assessments evaluate what students have learned and tracks progress. They also offer insights into overall effectiveness of instructional methods and inform future curriculum planning.

We utilize data collected from these assessments to identify specific areas of need for each student. By analyzing assessment results, teachers develop targeted instructional plans that address the unique challenges students face. This is a process that takes place both weekly and with each round of benchmark testing, which typically occurs at the beginning, middle and end of the school year. During analysis, teachers review and discuss student work samples to identify areas of strength and the need for growth and to make decisions about what concepts and skills require reteaching. Our teachers modify their lessons to accommodate the diverse learning styles and abilities of their students. This personalized approach ensures that every student can engage with the material in a way that resonates with them, fostering a deeper understanding and a greater passion for learning. Small group learning centers are observable examples of this.

The cyclical nature of our assessment process fosters an environment of continuous improvement. By regularly reviewing assessment data at weekly data meetings, teachers, with grade level DCI, can refine instructional practices and curricula decisions, ensuring that teaching methods evolve to meet the changing needs of students. Teachers K-4 collaborate during weekly vertical articulation and data meetings to share insights and strategies, fostering a culture of professional growth and collective responsibility for student success. Through these measures, we have been able to take deeper dives into our data which most recently reflects that more than 90% of students enrolled at RCCS for more than 2 years are successfully able to demonstrate grade-level proficiency on state standardized assessments at the level of “met” or “exceeded” expectations. Therefore, through early identification of learning gaps, ongoing feedback, and data-driven instruction, we create a responsive and supportive educational environment that empowers every student to succeed.

When data shows that students are not making the progress targets set through targeted planning, RCCS implements robust intervention programs such as Read180 and the Leveled Literacy Intervention (LLI) system designed to provide essential support for students striving to achieve grade-level proficiency. These systems are in place to ensure that students receive the assistance they need to catch up, whether through tiered intervention strategies, small group sessions, and/or targeted resources. This proactive approach not only addresses immediate challenges but also instills a sense of confidence in students as they navigate their learning journey. At the same time, RCCS recognizes the importance of challenging those who excel. To keep these students engaged and stimulated, we offer enrichment opportunities that extend beyond the standard curriculum through our after-school program, student council initiative, peer leadership community projects, and other student leadership opportunities. These advanced learning experiences encourage critical thinking, creativity and advocacy, allowing gifted students to explore their interests in greater depth, fostering an environment where all learners can achieve academic success. For a list of all the assessments used, please see the table to follow:

Table 2: Assessments

Subject	Assessment	Purpose	Frequency	Grade(s)
English Language Arts/Guided Reading	STEP Assessment	Fluency, comprehension and accuracy in reading levels, Letter ID, Letter Sound ID Phonemic Awareness, CAP, Story Retell and Developmental Spelling aligned to Common Core Standards.	3 times per year	K-4
Developmental Screening Tool (i.e. visual motor / adaptive, language and cognition, gross motor, etc.)	ESI-3 Screener	Baseline Screening Formative Assessment	1x per year	K
English Language Arts	MODULE Assessments via McGraw Hill - Wonders Curriculum	Assess students' mastery of standard aligned lessons and instruction	Based on MHW Curriculum Path (6x per Unit)	K-4
English Language Arts	<i>LinkIt!</i> Benchmark Assessments	External snapshot of academic rigor	3 times per year	K-4
English Language Arts / Reading	Read 180	Intervention / Early Intervention Instruction to support Reading proficiency	As needed	K-4
English Language Arts	NJSLA-English Language Arts Assessment	Performance data from standardized assessments provide feedback on how well the curriculum is designed and aligned to state standards.	Once per year	3-4
English Language Arts / Reading	NWEA / MAP Growth Assessments	Adaptive assessment measures students' achievement and growth in Reading to identify student's strengths and opportunity areas.	2x per year	1-4
English Language Proficiency for Multilingual Learners	WIDA Screener and WIDA ACCESS	The WIDA Screener identifies students who are Multilingual Learners (MLs). The WIDA Access is a summative assessment that is used to ensure that students who are identified as MLs achieve English Language proficiency.	1x per year (for each assessment)	K-4 / MLs

Mathematics	NWEA / MAP Growth Assessments	Adaptive assessment measures students' achievement and growth in Math to identify student's strengths and opportunity areas.	2x per year	1-4
Mathematics	LinkIt Benchmark Assessments	Baseline Screening Formative Assessment Progress monitoring tool to guide instruction	3 times a year	K-4
Mathematics	MODULE Assessments via Eureka Math Curriculum	Assess students' mastery of standard aligned lessons and instruction	Based on Great Minds / Eureka Math Curriculum Path (10-11 x per Module)	K-4
Mathematics	NJSLA-Math Assessment	Performance data from standardized assessments provide feedback on how well the curriculum is designed and aligned to state standards.	Once per year	3-4
Social Studies	<i>myWorld</i> Social Studies Chapter Assessments	Formative & Summative Assessments based on Curriculum path	After each chapter	K-4
Science	Next Generation FOSS Unit Assessments & Investigations	I-Checks are formative and summative assessments used to measure students' progress and inform instruction.	8-10 times per module on a biweekly basis	K-4

- b) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Additional data from several sources listed below are also used to evaluate the effectiveness of the academic program:

- Attendance data - Office administrators are alerted to patterns of absenteeism that can negatively impact student learning. A proactive system of communication is in place to ensure that all students are accounted for daily and daily attendance rates are reported out to the leadership team.
- Discipline - Discipline is one measure used to monitor school climate and culture. Data points are reviewed both on an individual student basis, as well as across classes and grades, and areas of concern are identified and addressed. Our annual HIB data and DESSA score also serves as indicators.
- Surveys - The school annually administers the NJDOE School Climate Survey to families and staff. Results are analyzed and initiatives are established to leverage strong positives and address any challenges identified in the process. Recent results from both the staff and family surveys have informed decisions about our educational priorities, parent engagement initiatives, and strategic planning goals. The survey for families is offered in both English and Spanish.
- Family participation - We assess our parental engagement success by the attendance rates of families at parent and teacher conferences, back to school nights, parent / teacher conferences, and other family participation events. We strongly encourage families to volunteer and join school committees.

- Following the pandemic, an important source of data came from our voluntary participation in the Start Strong Assessment process for 2 years. Using this data, in addition to data from the other assessments at the start of those school years, helped us to individualize instruction and better understand the specific areas of learning loss for each scholar as opposed to sticking with the more generalized approach to instruction. We incorporated Study Island to have ongoing assessment and the development of action plans that were data driven. Study Island is still used to establish student action plans, provide asynchronous practice opportunities based on action plans, and track academic progress. These are all different data sources that have informed our strategies since the last renewal.
- Qualitative data comes from other sources. For example, through the strategic planning process, RCCS collects valuable feedback from parents. This past February 2024 an in-depth discussion through a forum made up of key stakeholders provided important feedback. Another source of qualitative feedback comes during weekly grade level team meetings, led by the grade level Lead Teacher, weekly K-4 vertical articulation meetings, and 1:1 Teacher check-ins. During these meetings, the RCCS team reviews ongoing feedback as it relates to decision-making, tracking of student progress, and feedback regarding what is working and what is not being most effective.

1.5. Organizational Capacity

- a) Describe the school's organizational structure and roles and responsibilities of key personnel.

RCCS is led by a Board of Trustees and Superintendent Dr. Dionne Ledford. The Board is responsible for ensuring that all policies are state-compliant and are aligned with helping the school district meet set goals. The board is responsible for approving policy, approving all hires and rehires, approving the budget, evaluating the superintendent, and ensuring all school business is conducted in compliance with the Open Public Meetings Act and other pertinent laws and regulations. Board decisions are made publicly by roll call vote and are done in consultation with the superintendent and other members of the community as appropriate. In accordance with the Code of Ethics for NJ School Boards, the Board of Trustees consults with those affected by a proposed policy before implementing it.

The superintendent is the operational leader and manager of the school. She is assisted by the Directors of Curriculum and Instruction who support and guide teachers and address all learning issues as they arise. The superintendent oversees all staff evaluations which are completed by appropriately certified staff. Decision making is done collaboratively with administrators, teachers, and other staff members as needed. Support for teachers is also provided by instructional coaches.

The school business administrator and board secretary, Dr. Brian Falkowski, oversees the school's finances, prepares reports, submits entitlement grant applications, manages other NJDOE submissions, and ensures that the Board complies with the necessary regulations.

- i) Process and system for decision-making.

In terms of internal decisions regarding day-to-day operations and instruction, the leadership team meets weekly to discuss feedback from the week and key decisions that need to be made moving into the next week. The leadership team is comprised of all key team members who need to be involved in decision making: Superintendent Ledford, instructional leaders, our director of operations, and the human resources manager.

In terms of strategic decision-making, the board of trustees establishes the strategic vision and makes strategic decisions during regular board meetings. Decisions are made with the input of Dr. Ledford and based on review of critical data points. Public board meetings are advertised per state law and the community is always welcomed and encouraged to participate as a member of the school community.

ii) Process and system for evaluating school leaders;

The superintendent is evaluated annually at the end of the school year (by July 1st) utilizing the New Jersey School Boards Association Charter School CSA Evaluation Instrument. The evaluation considers both the quality of the fulfillment of responsibilities, superintendent standards, as well as the achievement of goals established at the start of each school year.

Certified school building administrators are evaluated using the board approved Marshall Evaluation Tool which includes a rubric and a model for supervision and evaluation. The rubric has four levels to evaluate performance: Highly Effective (4), Effective (3), Improvement Necessary (2) and Does Not Meet Standards (1). The rubrics are organized around six domains covering all aspects of a principal, vice principal, or curriculum director's job performance. A self-assessment is part of the process, and a post-assessment provides an opportunity for professional discussion and professional growth. Administrators develop an annual PDP in collaboration with the superintendent.

iii) Process and system for evaluating and coaching teachers; and

Teachers create professional development plans (PDPs) in collaboration with the superintendent and directors of curriculum and instruction at the end of each year based on their summative evaluation and student data. Teacher PDPs are created to be aligned with school goals, but also take into consideration summative evaluation results and specific interests in terms of their own professional growth and development. Thus, this process incorporates input from the teacher based on their own evaluation feedback, end of year summative evaluation, student assessment results, and requirements for program elements. Teachers also set student growth objectives (SGOs) at the beginning of each school year to guide their growth and to track progress.

At RCCS, we use the Danielson Framework to guide our coaching and evaluation of teachers. The Danielson framework is broken into 4 domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Formal and informal observations are conducted throughout the year. Non-tenured teachers are evaluated three times per year and tenured teachers twice per year. Administrators visit classrooms regularly as part of the informal feedback and support process. Post-observation conferences provide constructive feedback based on the Danielson Framework, while structured coaching includes goal setting, observation, feedback, and reflection. At year's end, teachers receive a summative evaluation that combines observation data, student performance, and progress towards SGOs. Teachers needing additional support are re-evaluated more frequently with tailored coaching and professional development.

Instructional Coaches are evaluated once per year using the Adult Framework Tool adopted by RCCS in SY 2019-2020 and the directors of curriculum & instruction are evaluated once per year using the board approved Marshall Evaluation Tool. All certified staff members are required to have a PDP and this is created in collaboration with the superintendent (or the principal, if applicable).

iv) Process and system for staff professional development.

RCCS has a school-wide PDP that is developed by the superintendent and approved by the board of trustees. In this current school year our PDP is focused on making progress towards the school's goals through increased academic rigor and this focus was identified based on data from the previous school years, evaluation data, regular walkthrough observations, and feedback from our NJCF educational consultant.

Teachers receive professional development a minimum of once per month through pre-scheduled half-days embedded within the school calendar. In addition, the master schedule has built-in professional development time with a daily 45-minute block after dismissal available for professional development training and workshops as needed. RCCS also has professional learning communities that focus on topics that align with our academic and social and emotional school goals. These PLCs meet independently (utilizing the 45-minutes of

built-in after school PD time) to research best practices and then turn-key information, learned through independent study and research via PLCs, to their colleagues. Feedback is gathered from teachers regarding PD sessions via PD evaluation forms.

Data is reviewed consistently through weekly team data meetings led by the grade level teacher lead in collaboration with the Director of Curriculum and Instruction (DCI). Instructional coaches are a part of weekly team meetings to ensure alignment between lesson planning and the instructional focus for the weeks ahead.

Below, please see List of RCCS's 2024-2025 PD sessions:

- Increasing Literacy and Mathematics Achievement: Strategic Planning and Implementation
- Literacy Content Coaching: Modeling of Content/Data Meetings
- Math Content Coaching: Modeling of Content/Data Meetings
- Literacy Post-Visit Action Planning (1-2x/month)
- Math Post-Visit Action Planning (1-2x/month)
- Instructional Leaders/Coaches PD Sessions
 - Using formal and information data to action-plan
 - Content meeting preparation and implementation with leaders and teachers
 - Assessment of the quality of literacy and math instruction during classroom observations
 - Determining the highest leverage feedback for teachers
 - Providing in-the-moment feedback
- PLC Workshop Series: Topics emerge from the ScIP Committee based on 1st round evaluations.

School Climate and Culture

The following questions are aligned with the *Organizational Performance Framework*, Performance Area 2: School Culture & Climate.

2.1. School Culture & Climate

- a) Describe how the school promotes a culture of learning, scholarship and high expectations. Be sure to include the following in your response:
 - i) How the school's overall learning environment aligns with its educational program. (Evidence may include, for example, student-led organizations, student achievements and recognition, adult learning communities, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities);

At RCCS, we have designed a program intended to promote a culture of learning, scholarship and high expectations, but also intended to celebrate each child's identity in addition to their accomplishments. The steps we take are aligned with our mission, but even more so our vision that all students are capable of meeting high expectations and deserving of a school where they experience a sense of belonging from their earliest days. Over the past 5 years, RCCS has significantly reduced suspensions, incidences of misconduct, and HIB reports - a testament to our schoolwide initiatives to improve the school culture and climate.

At RCCS, Responsive Classroom practices are seamlessly integrated into our daily routines, creating a positive and supportive learning environment. Each day begins with a Morning Meeting, where scholars and teachers gather to foster a strong sense of community. This time is used for greetings, sharing, and participating in activities that set a constructive tone for the day. The morning message outlines the day's schedule and reinforces key concepts, helping scholars feel prepared and engaged.

Social-emotional learning is integrated into our daily activities, with explicit instruction on skills such as empathy, self-regulation, and effective communication and specific opportunities for student leadership and peer to peer support. By incorporating these skills into our curriculum, we support scholars' overall development and equip them with the tools they need to succeed both academically and personally.

Through Responsive Classroom practices with the integration of the “bucket-filling” philosophy and our student leadership opportunities, such as our Peer Leaders program, Student Council, Safety Patrol, and our *CHEER Leaders* team made up of select scholars who are trained to be ambassadors of *CHEER Collaboration, Honesty, Excellence, Effort and Respect*, RCCS has created a nurturing and dynamic learning environment where scholars can feel safe to be themselves and to take academic risks.

Throughout the year, we have many events and traditions that are intended to celebrate the identity and scholarship of students and promote their enthusiasm for learning and achieving such as the following. A few examples of these include:

- **Attendance Matters Program** - Monthly acknowledgement of the class with the Best Attendance which results in them winning a class pizza party or ice cream sundae party! Students are rewarded for good attendance.
- **RCCS Wall of Excellence** - Highlights our Grade 3 and Grade 4 scholars who met or exceeded expectations on the NJSLA and scholars in Grades K-4 who achieved Honor Roll.
- **Queens Who Read - Women’s History Month Literacy Event** - This event promotes schoolwide literacy by elevating women who make a difference in our communities / society. During this event, local female community members come to the school to read a book about a famous woman in history to our scholars.
- **Kings Who Read - Dr. MLK Jr. Literacy Event (in person)** - This event promotes schoolwide literacy by involving RCCS fathers, father-figures, and male role models / leaders within the community were invited in as guest readers in honor of Dr. MLK Jr’s birthday and as part of our schoolwide literacy initiative. Invitees included community leaders such as but not limited to; Essex County Prosecutor, Mayor of Bloomfield, Newark Fire Chief, Newark Police Officers, CEO of the African American Chamber of Commerce, Newark Councilman Dupre and Newark Councilman Crump. High parent involvement for the past 5 years with steady annual increases as evidenced by number of guest readers per class.
- **Week of Respect** School Spirit Days focused on how to make healthy choices and ways to show self-respect, respect for others and respect for school & community. *Week of Respect* ended with a school wide Anti-Bullying Assembly.
- **Fourth Grade Celebration of Excellence** - Scholars and their families celebrate the fourth-grade students who were promoted to the fifth grade with Honor Roll / CHEER awards, scholar musical performances, and special awards (*President’s Educational Excellence Award*) and treats.
 - Our *Celebration of Excellence* keynote speaker this past year (2023-2024) was **Essex County Commissioner A’Dorian Murray-Thomas** and the year prior (2022-2023) our keynote was **Newark Mayor Ras J. Baraka**. Historically, RCCS has achieved close to 95% parent attendance rate for this event.

Throughout the school year, as part of our S.E.L.F. & Wellness program, our staff are encouraged to engage in regular self-care routines and in the opportunities for self-care made available through the school. At RCCS, we believe that “happy” teachers are key to establishing a learning environment conducive to student learning.

ii) How the school supports the social and emotional health of its students; and

RCCS wrote for and received a SEL grant from the Newark Trust for Education / Victoria Foundation in 2020 to establish our Social Emotional Learning Fun & Wellness Program (S.E.L.F. & Wellness) which places great emphasis on social emotional development, building healthy relationships, and maintaining a positive learning environment. In addition, we have prioritized several initiatives intended to support the social and emotional health of our students. They are described below.

The Responsive Classroom

The [Responsive Classroom](#) approach to teaching emphasizes academic, social, and emotional growth in a strong school community. We integrated the “Bucket-Filler” philosophy to enhance this approach and to increase the use of positive, common language across the school community, particularly around issues associated with student misconduct and preventative measures to decrease student misconduct.

Second Step

In addition to *The Responsive Classroom* approach to teaching, RCCS implemented and will continue to use the *Second Step Social Emotional Learning curriculum* as well as the Devereux Student Strengths Assessment (DESSA) to identify individualized student needs and to monitor the social / emotional growth of our scholars.

RCCS SELF & Wellness Program

As mentioned earlier, RCCS implemented its *S.E.L.F & Wellness* program in the school year 2020-2021. Our S.E.L.F & Wellness program was so effective in increasing our scholars’ social emotional development in the first year of implementation that we were granted additional funds through the NTE / Victoria Foundation to continue this program in SY 2021-22. In this same school year, RCCS was identified as a “Model SEL School” by the Children’s Wellness Institute and was selected by this organization to receive grant funds to sustain our SEL program into SY 2022-23. In SY 2023-24 our S.E.L.F & Wellness Program was partially sustained through the relationships established with community organizations and by building the capacity of our own staff to deliver the programs, in the initial years, contracted out (i.e. Mindfulness Art Family Night workshops facilitated by our own certified Art Teacher). This school year, our Blue Ribbon Team, in collaboration with our ScIP Committee will be applying for our school to be recognized as a “NJ School of Character”.

- iii) How the school supports staff in creating a classroom environment conducive to student learning.

Our approach to classroom management emphasizes the establishment of clear behavioral expectations, which are consistently reinforced. We use *Accountable Talk* strategies, positive reinforcement (celebrating scholars' successes), and constructive feedback to establish and maintain classroom environments that are conducive to learning. These methods not only help maintain a respectful and orderly classroom but also encourages scholars to take pride in their achievements and progress. When conflicts arise, we employ collaborative problem-solving techniques that involve scholars in finding solutions. Furthermore, every classroom has a “calm down” area or “Zen Den” where scholars can go to practice peaceful practices, yoga strategies, and or self-reflection techniques taught as part of our Social Emotional Learning Fun & Wellness program. This approach helps scholars develop a sense of responsibility and collaboration, as they actively participate in resolving issues. [The Power of Our Words](#) is a book that all members of the school community are provided with access to, as this is an integral part of the Responsive Classroom methodology.

As mentioned throughout this section, our primary classroom-based methodology of teaching centered around the Responsive Classroom, described above. Faculty and staff participate in Responsive Classroom professional development every year during our annual Summer Institute and at initial staff meetings each year, all staff are administered the ACES (Adverse Childhood Experiences Survey) as a reinforcement of the fact that adverse childhood experiences impact our ability to learn and our social emotional development.

2.2. Family & Community Engagement

- a) Explain how the school promotes family and community involvement. Be sure to include:
 - i) Specific examples of how the school partners with families to support students’ academic growth and achievement and social-emotional growth;

We know that our students' satisfaction at school and their academic achievement is largely correlated with family engagement, so many of our school initiatives are opportunities for family engagement as a way for students to show their parents what they are learning and achieving and for parents to learn how to best support their children's academic progress. During Back to School Night, parents are given opportunities to sign up for parent committees such as Class Parents Club, Read Across America Committee, Family Nights Committee, Kings Who Read Committee, Black History Month Committee, Hispanic Heritage Month Committee, Scholastic Book Fair, etc. This is a natural and effective way to ensure parent volunteerism and active participation in school events. We also host Family Nights such as but not limited to: Family Math Game Nights, Mindfulness Art Family Nights, Family Ice Skating Night, Holiday Movie Night. Below are other family engagement opportunities for parents to participate in their child's education:

- **Parent Advocacy Summit** was hosted by RCCS, and parents volunteered to help set up and break down for the event as part of our partnership with the NJPCSA. NJPCSA "Parent Advocate of the Year" was one of our RCCS parent ambassadors this past school year!
- **Parent Advisory Group (PAG)** meetings are facilitated by the superintendent and **Special Education Parent Advisory Group (SEPAG)** meetings are facilitated by the Child Study Team in collaboration with parent leaders. PAG meetings are held monthly with an average parent attendance of 25% combining those in person and those attending remotely via zoom in SY 2023-24. SEPAG meetings are held quarterly. The increase in attendance rates at PAG meetings since SY 2019-20 is a significant improvement from school 2018-2019 when only 2 meetings were held with 1-2 parents in attendance.
- **Annual Field Day** - Class parents serve as volunteers to run sports stations and family members were invited to serve as spectators.
- **Sustainable Service Project**: Parent volunteers coordinated the collection of juice pouches and plastic bottle caps for "Recycling Week".
- **Monthly in-person field trips** chaperoned by the Class Parents and parent volunteers.
- **Family Orientation Night** - Incoming parents and scholars learn about the school's daily routines, policies, and what to expect during the new school year.
- **Class Visits & Meet and Greet** - Scholars and their families get to meet their new teacher(s) and have a tour of their classroom before the first day of school. This year, we hosted a Book Bag Giveaway for the first 100 scholars who arrived for the Class Visit Day. This event was sponsored by our partners at Shalom Community Organization in Newark, a relationship brokered by our former board president.
- **Data and Donuts** – Families were invited to an in-person or virtual presentation of mid-year literacy data and learn ways to further support their children at home to build reading skills. Parents in attendance received a gift certificate to the Scholastic Book Fair.
- **Parent / Teacher Conferences** - Scholar parent(s)/guardian(s) meet with the teacher to discuss their child's academic and social progress and the areas in need of improvement / support. We have steadily increased parent participation in Fall / Spring conference days with now more than 80% of our parents attending at least one (1) parent / teacher conference (Fall or Spring) during the school year.
- **RCCS Parent University** - Virtual to ensure equitable access. These parent workshops focus on teaching parents how to best support their child's learning when at home. Each school year since 2020 and even throughout the pandemic, there has been steady increase in parent interest and participation.
- **ESL Parent Meetings** – Families attended 2 in-person meetings to gain more information on ESL services and how to best support their children at home.

ii) Evidence of how plans have been realized

During the pandemic, we continued to engage both scholars and their families through virtual events that mirrored our annual school events, and this created more virtual opportunities for parents to engage with the school community. When it was time for the community to return in-person, the connection that was maintained virtually translated to an increase in family participation and participation has continued to be high in recent years. Last year approximately 75% of our RCCS families participated in at least 1 of these events. Approximately 80% of families participated in Parent/Teacher conferences in SY 23-24.

- iii) Plans to improve the school's partnerships with families.

Over the past 5 years, we have put a lot of effort into improving RCCS's partnership with families and this will continue to be a priority throughout the next 5 years. Nearly all activities mentioned earlier were implemented as part of our 5-Year plan and have proven effective in increasing parent engagement and participation in school events. Thus, we will continue to focus on increasing parent participation by refining these events, and assessing which ones are most effective through our leadership team meetings and our SciP meetings. We will continue to host these events and refine as needed to ensure they remain innovative, relevant, and engaging.

- b) Describe the various partnerships the school has developed with educational institutions and/or community organizations. Be sure to include:

- i) How these relationships promote and help achieve the school's mission;

The educational and community partnerships established further the school's mission and goals as each plays a vital role in improving the school's ability to establish and maintain a learning environment that is conducive to learning. Some of these partnerships do this through direct interactions with staff and scholars and others through providing the resources / information that serve to further enhance our school's educational programming. This lends itself to helping us make progress towards our school goals and ultimately aligns with the achievement of our overall mission.

- ii) How they align with the school's education program; and

Through a critical partnership with NJ tutoring Corps last year, we were able to integrate high impact, targeted tutoring M-Th (ELA and MATH) during the school day and as part of our after-school program. Scholars received a diagnostic assessment (iReady) prior to the start of tutoring to ensure tutoring sessions were targeted to the needs of each scholar. With these same ESSER funds, we were also able to continue to provide online access to daily after school FEV tutoring which was aligned to MAP to ensure that tutoring was also data-driven and individualized. In addition, we continued our partnership with *the Institute for Learning*, *Inspired Instruction*, and *Achievement Network* to provide our teaching staff with the professional development needed for effective, ongoing, data-driven, targeted instruction to occur within our classrooms.

- iii) Plans to improve the school's partnerships with the community.

RCCS will continue to improve the school's partnerships with the following education and community institutions by maintaining the level of involvement and focus as described within Table X below.

Table 3: Community Involvement with Education and Community Institutions

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
Victoria Foundation & Newark Trust for Education	Two SEL Grants were awarded in the amount of \$90,000 over the course of 2 consecutive school years to implement our S.E.L.F. & Wellness program which is now fully sustainable.	These organizations are providing resources for us to hire consultants and purchase materials to enhance our school culture / climate by improving the social / emotional health of our scholars, their families and our staff. Ongoing collaboration with the grant manager was monthly / bi-monthly.
Therapy Source Incorporated	We hired a behavior therapist through this agency, and we use resources through this agency to address any scholar's issues that may be a barrier to student learning.	Our behavior therapist through Therapy Source worked on-site 3 days per week as part of the self-contained classroom (LLD) program support.

Achievement Network	Provides interim assessments, student performance reports, professional development in use of data to drive lesson planning.	ANet consistently worked directly with staff providing professional development 3x per year and collaborated on data analysis and action planning. Although the consultation is not in effect for SY 2024-25, ANet Interim Assessments will still be used this year.
Institute for Learning	Professional Development Series with the focus on increasing literacy proficiency through effective teaching strategies.	Institute for Learning provided direct PD for 3 days during Summer Institute and 6 additional days during the school year. Ongoing collaboration throughout the year.
Felician University	Superintendent served as a panelist at their “Educating Educators” event and serves on their advisory board. We are an identified school site for student practicums / internships.	Felician University provided us with a list of student names and requirements for program completion and we then matched these student teachers to classroom teachers accordingly.
NJ Public Charter Schools Association	This organization’s partnership with our school is important as it serves as an effective liaison and advocate on behalf of all NJ public charter schools.	Attendance at the NJPCSA annual conference. Regular attendance at monthly association meetings and their annual gala. NJPCSA hosted its Parent Advocacy Summit at our school in October 2023. NJPCSA featured our school and one of our parents won “Parent Advocate of the Year” at their annual gala in Spring 2024.
NJ Children’s Foundation	This organization works collaboratively with Roseville and other charter schools to ensure equity of resources and the sharing of best practices on behalf of our students. We are now a part of the NJCF Newark Common App enrollment system for the 2024-2025 enrollment process. Through NJCF grants, we have an educational consultant in SY 24-25 providing PD and on-going, real-time feedback to increase academic rigor.	Ongoing attendance at meetings. Recent meetings have focused on improving the new enrollment process for our families. The NJCF Executive Director attended our Parents Appreciation Brunch to connect with the parent population, and to listen to the needs of public charter school families to ensure equity of resources across public schools.
Newark Enrolls Newark Common App	Newark Enrolls conducted the enrollment process for the school this past school year 2023-2024 and previous school years. Newark Common App conducts our enrollment currently.	The organization is the mechanism that supported the schools’ enrollment process.
Newark Chess Club	RCCS partnered with this nonprofit mentorship program to build critical thinking skills within children, while learning the game of chess and strategies thereof.	16 Total Students; 4 days per week: in-person
New Jersey Children’s Wellness Institute	Partnership to build resilience and social-emotional health within children and families. Our school was selected to participate in their Children’s Wellness Initiative Grant.	5 scheduled workshops throughout the 2023-24 school year, including 2 workshops for parents.

NJCRI - North Jersey Community Research Initiative	RCCS became a mobile vaccination site in the school year 2021-22 through this partnership where more than 130 parents / students got fully vaccinated for the COVID-19 virus. This organization participated in our 1st annual community resources fair in May 2023 and attended our Fall Harvest event in Oct. 2023.	130 parents / scholars received the COVID-19 vaccination. NJCRI unit visited our school site 4 times over the course of the school year 2021-22 and twice in this current school year to provide our school community with health resources.
University Hospital	Partnership to educate our families about the COVID-19 vaccination. Dr. Pernell was the guest speaker at one of our PAG meetings in January 2023 and in the Fall of 2023.	Ongoing discussions throughout the school year with Dr. Pernell and Dr. Pernell facilitated a parent workshop as part of our Parent University series.
Shalom Community Organization	This partnership was brokered by our RCCS Board president and through this organization our families received resources to support their children's well-being and education.	This year, the Shalom Community Organization partnered with RCCS to give away 100 book bags with school supplies before the first day of school!
NJ Soccer League	This partnership has become an After School Club opportunity for a select group of grade 4 scholars who have demonstrated a desire to learn the game of soccer. This is a FREE program made available to our school because of our partnership with JustOne Soccer League in past years.	20 of our scholars participate in a 1x per week soccer camp coached by a retired professional soccer player with special professional soccer player guest coaches to add to the experience. Several of our scholars since we have partnered with NJ Soccer League has continued to show an interest in the game and have joined other soccer leagues upon graduating from RCCS.
Clara Maass	Partnership to educate our school community on COVID-19 and other health related issues within the community.	Representative and physician from Clara Maass facilitated 2 parent workshops as part of our Parent University Series.
NJIT	Partnership to introduce our scholars and their families to STEM careers and early opportunities for their children to be introduced to STEM activities. We will continue our partnership this school year being a part of their Center for Pre-College Programs.	Ongoing interaction during the winter / spring semester culminating into our scholars in Grades 3-4 getting the opportunity to participate in an NJIT STEM event.
Inspired Instruction	Partnership for the past 4 years has ensured our curriculum is in alignment with new learning standards and that our teachers are well-equipped to understand and "unpack" these standards.	Work collaboratively with our Directors of Curriculum & Instruction and Instructional Coaches.

Board Governance

The following questions are aligned with the Organizational Performance Framework, Performance Area 3: Board Governance.

3.1. Board Capacity

a) Provide evidence that the board of trustees governs the school effectively. Be sure to include the following in your response:

i) The name, email address, board title and terms of each of the board's current members;

Name	Start Date	Term Expiration Date	Role on Board	Email Address
Khalil Nassiruddin	12/1/22	10/3/25	Trustee	knassiruddin@rosevillecharter.org
Dr. Reinaldo Santiago	12/1/22	10/31/25	President	reinaldos@rosevillecharter.org
Sara Pena	8/26/24	8/26/26	Trustee	spena@rosevillecharter.org
Cesar Vizcaino	12/1/22	10/31/25	Trustee	cvizcaino@rosevillecharter.org
Dania Martinez	8/26/24	8/26/26	Trustee	dmartinez@rosevillecharter.org
Tiesha McKinney	6/23/20	6/30/24	Trustee	tmckinney@rosevillecharter.org
Dr. Charity Dacey	2/25/20	6/30/24	Trustee	cdacey@rosevillecharter.org

ii) Evidence that the board has the appropriate skills (legal, fiscal, educational, community, etc.) and experience to govern the school effectively;

Evidence that the board has the appropriate skills and experience to govern the school effectively comes in the form of professional biographies and their individual resumes which provide an overview of each board member's professional background, community affiliations, educational level, and work experience. Within the chart below is an overview of each board member's professional background as a summation of this evidence.

Name	Work Experience	Role on Board
Khalil Nassiruddin	Mr. Nassiruddin is a demonstrated strategic planner with cultivation and relationship management skills. An exceptional team leader adept at collaboration, Mr. Nassiruddin has proven expertise leveraging his network of public / government officials, community leaders, and organizations at all levels. His daily work is driven by community centric development. In early 2019, Mr. Nassiruddin launched the Ridgeland Group, LLC (TRG) where he serves as Chief Strategy Officer. This company provides clients strategic message development, community engagement, diversity & inclusion training, and public resource capacity. Born, raised, and lives in Newark, NJ, he served as Chief of Staff for a Newark Councilwoman. Mr. Nassiruddin holds a bachelor's degree in political science and master's degree in human services administration.	President
Reinaldo Santiago	Dr. Reinaldo Santiago was born and raised in Arroyo, Puerto Rico. He immigrated to the USA when he was 21 years old to begin his studies at Kean University. He is the Program Development Assistant at the Center for Hispanic Policy, Research and Development in the Department of State. Dr. Santiago is a dedicated bilingual professional with extensive experience in developing and promoting services to address the community's needs. Dr. Santiago has over 20 years of experience in development and grant management, strategic planning and facilitation, budget management, and	Vice President <i>(former board president)</i>

Name	Work Experience	Role on Board
	organization management. Dr. Santiago graduated from Kean University in August 1994 with a BA in Special Education and Bilingual Education. In addition, Dr. Santiago received his Master of Arts in Administrative Science with certification in Public Administration from Farleigh Dickinson University in June 2008 and a master's in business administration in Management from Northcentral University in June 2011. In May 2022, Dr. Santiago earned his Ed. D. in Organizational Leadership from Grand Canyon University.	
Sara Peña	Sara Peña has two decades of initiating and delivering sustained results across a wide range of industries including healthcare, private entities, and government. She currently serves as the Director of External Affairs at PSEG. In her current role she develops and implements strategic outreach in support of critical organizational priorities and directs the activities of Senior and Regional Public Affairs managers. In September 2023 ROI-NJ recognized her as one of the most influential People of Color for her work at Public Service Enterprise Group (PSEG) and her nonprofit, Boys to Leaders Foundation. Prior to her role at PSEG, Ms. Peña served as the Director in the New Jersey Department of State's Center for Hispanic Policy, Research and Development under Governor Murphy's administration. She was twice named NJ's Insider 100: Policy-Makers Power List for her work leading the Center. During her tenure, at the NJ Department of State she was widely lauded for expanding its statewide footprint and national presence in advocacy for Hispanics and Latinx. Ms. Peña received her bachelor's degree in management science from Kean University and her master's degree in public administration from Rutgers University in Newark. Sara was born, raised, and educated in the City of Newark, NJ. Newark Mayor, Ras J. Baraka appointed and in 2019 reappointed Ms. Peña to the Commission on Status of Women, for a two-year term.	Trustee <i>(former board president as original charter board of trustees)</i>
Cesar Vizcaino	Ms. Vizcaino is a community developer within the City of Newark and was formerly a student at St. Rose of Lima which is where Roseville Community Charter School has been housed since its inception. Mr. Vizcaino works diligently with the board and superintendent to ensure equitable access to resources through his community affiliations made possible through his community development work.	Trustee
Dania Martinez	Ms. Martinez is a NJ state-certified school social worker within the East Orange Public School District. She served on the Paterson Public Schools Board of Education for many years and most recently served as Vice President of the board. She earned her bachelor's degree in social work with a minor in Spanish from Monmouth University and earned her master's degree from Monmouth University as well. Ms. Martinez is currently pursuing a doctorate degree in Social Work from Monmouth as well.	Trustee

Name	Work Experience	Role on Board
Tiesha McKinney	Ms. McKinney is a certified teacher within the Newark Board of Education system and currently serves as Math Teacher at one of the middle schools.	Trustee
Dr. Charity Dacey	Dr. Charity Dacey is the Dean of the Graduate School of Education at Touro University and formerly the associate dean in the School of Education at Felician University. She attended Smith College and graduated Cum Laude in American Studies. Dr. Charity Dacey is a strong supporter of public education and spent several years teaching in public schools as a K-12 educator, mentor teacher and cross-country and track coach. These experiences led her to working for the New Teacher Project in both the Bronx and Manhattan as well as in Maryland recruiting, selecting, training and supporting new teachers in the Teaching Fellows Program. Dr. Charity Dacey attended Mercy College and earned an M.S. in Organizational Leadership. At Montclair State University, Dr. Charity Dacey was recognized with the advising administrator award of the year in her role as the Director of Teacher Education Admissions and Retention.	Trustee

- iii) Information on the board's priorities for recruitment of additional members and how the board recruits and selects new board members;

The Board Secretary shall promptly notify the Board Chair of a vacancy to be filled by the Board. The Board Chair shall inform all other Board members. The Board will give public notice of the vacancy and invite any qualified person to submit a written request for consideration of his/her candidacy for the vacancy. The Board may also require candidates to submit a resume with their written request.

In considering candidates who have expressed an interest in a vacancy, the Board of Trustees may interview candidates in public or executive sessions. The Board must vote to appoint a candidate for a vacancy in public session and there shall be no decisions made in executive session. In the event interviews are conducted in executive session, Board members, in the public session nomination and voting process, shall express their opinion in support of their vote so the public can witness any deliberations, policy formulation, and the decision-making process of the Board. A roll call vote will be conducted on candidates in the order the candidates to be nominated with a second. If there are two or more vacancies, each vacancy will be filled by a separate election process. The first candidate who receives the votes of a majority of the remaining Board members will be elected to the vacancy. In the event no candidate receives a majority vote of the remaining Board members, another election process shall be conducted between the two candidates receiving the highest number of votes.

- iv) Evidence that the board sets school goals aligned to the mission;

Goal setting by the Board of Trustees occurs in the open forum of regular Board Meetings. Evidence of this can be found in the Minutes made available to the public after minutes have been approved at the following public board of trustees meeting. In addition, the Board of Trustees has made it a priority to list the Board Goals on top of every Board of Trustee Meeting Agenda so that they can be read and used as a reminder monthly. All board approved minutes can be found on the school's website.

- v) Evidence that the board regularly monitors progress relative to its priorities;

Progress on priorities is regularly monitored through the delivery of monthly Executive Director Reports, as evidenced by board of trustees' monthly meetings agendas, and Budget updates at Regular Monthly Board Meeting and at Committee Meetings also evidenced on monthly board meeting agendas which can be found on the school's [website](#) under "Board of Education".

- vi) Evidence that the board updates school policies to ensure compliance with state statute, Department expectations and applicable requirements to facilitate efficient, effective operations;

Each year at its Annual Reorganization Meeting, the Board of Trustees approves its policy manual. In addition, as required policies are needed, the Board will have two readings prior to a policy being approved. Evidence of these actions can be found in the board of trustees meeting minutes which can be found on the school's [website](#) under "Board of Education".

- vii) Evidence that the board has adequate filled seats and regularly meets quorum, according to its bylaws; and

The maximum seat capacity for Roseville Community Charter School's Board of Trustees is nine (9) and we currently have a total of seven (7). The quorum is currently five (5) so this is evidence that the board has adequate filled seats. Evidence that the board regularly meets quorum is in the form of board meeting minutes for the year which can be found on the school's [website](#) under "Board of Education".

- viii) Evidence that the board evaluates the school leader(s), school business administrator, and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.

The Regular Meeting Minutes are evidence that the Board met in Executive Session to discuss the Superintendent's evaluation (June/July). In addition, the Board of Trustees uses the NJBSA CSA evaluation tool to accomplish this task. Evidence regarding the school business administrator being evaluated can only be in the form of the reorganization board meeting minutes when the BA is board approved for another contract year. In addition, the SBA and the work that he is responsible for is independently audited.

Access and Equity

The following questions are aligned to the *Organizational* Performance Framework, Performance Area 4: Access and Equity.

4.2. Special Education

- a) Describe the steps the school takes to identify students in need of Special Education services.

When a scholar is demonstrating behaviors (academic or social) that are detrimental, the situation should first be discussed with the instructional leadership team. For academic concerns an instructional coach consultation form should be filled out, complete with work samples. For behavioral concerns that are negatively impacting student learning, a school social worker consultation Form should be filled out, complete with specific classroom strategies used and data collected using the classroom strategies attempted. However, any scholar who continues to demonstrate behaviors (academic or social) that are negatively impacting school performance up to 6-8 weeks after the effective implementation of consult recommendations (i.e. use of supplemental materials, behavior plan, etc.) should be referred to the RCCS Intervention & Referral Services Committee (I&RS). A full I & RS Referral Packet must be filled out to include scholar work samples, data, etc. and submitted to the school social worker.

Additional classroom strategies to be implemented, more individualized / intensive behavior plan, Supplemental curricular materials (i.e. Explode the Code). Supplemental programs that might be recommended: Intervention LLI Program, After School Tutoring, ESL Program, Lunch Buddies Program, or Counseling Sessions, or Child Study Team (CST) Referral might be recommended in severe cases where a scholar's behavior or performance suggests the need for more intensive intervention. As part of our school's protocol, all scholar issues of concern are to be first discussed with the leadership team, school social worker or instructional coaches and if recommendations are not having the expected impact, then the scholar is to be presented at the next I & RS Committee meeting. In addition, any discussion about a scholar's promotion to the next grade being "in doubt" must also come through the I & RS Committee. This ensures that every

measure has been taken to attempt to assist the scholar in making adequate progress towards grade level standards and that parents are aware of all that we have done to assist their child before retention becomes the recommended intervention.

- b) Describe the special educational programs and range of services the school provides for identified students.

RCCS is committed to identifying and addressing student learning and behavioral difficulties early on. In the spirit of Least Restrictive Environment (LRE), the full on-site child study team and related service providers address a students' individual learning and behavioral needs through a continuum of educational programming and related services, as delineated in their IEPs, including consultation, in-class resource support, in-class resource replacement, pull-out resource replacement, special class mild-moderate language/learning disabilities, and supplementary instruction. The various related services that special education students may receive include speech-language services, occupational therapy, physical therapy, counseling, specialized transportation, individual/shared aide support, and behaviorist support/plans. Currently, approximately 14% of our students have an IEP and are receiving a variety of services including Occupational Therapy, Speech Therapy and Physical Therapy per their IEP to ensure all programs are individualized for their educational needs. We have a self-contained LLD classroom, and we offer resource room pull-out instruction for ELA and Math, as well as in-class support for students per their IEPs.

Before a student is even referred to be evaluated by the Child Study Team, RCCS is committed to creating a tiered process for all students with academic and behavioral needs. The idea of RTI is to catch learners when they begin to struggle. This process, based on scientific research, will be a safety net for all at-risk learners; thereby assuring that all students achieve their maximum potential through collaborative, supportive and continuous efforts of all stakeholders. The RTI tiered process will occur through the I & RS Committee.

Response to Intervention (RTI): is the practice of providing high-quality instruction, universal screening and intervention that is matched to student needs. This requires using data trends of learning over time and level of performance to make important educational decisions about learning and behavior management.

Tier I or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier II or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. Students receiving this level of instruction should meet educational benchmarks.

Tier III or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier 2 to meet educational benchmarks. Tier III is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier II. This will be represented in the action plan developed through I & RS.

Students whose needs require specialized instruction and support that cannot be provided in the traditional classroom setting may be recommended for alternative education (AE) as part of their IEP. In the spirit of LRE, programming addresses the students' needs and may include instruction in the resource room, Special class instruction, or Separate schools. These programs are designed to meet the most unique needs of students with disabilities, ensuring they receive appropriate education and support.

The AE should be considered as a Tier IV intervention for academic and/or behavioral concerns. This can only be recommended through the CST evaluation process.

- c) Submit a copy of the school's RTI, I&RS and/or Referral Intervention Services. Upload to the "Renewal Application 2025" folder in Homeroom saved as a separate document titled "RTI", "I&RS," or "Referral Intervention Services."

Per section 4.2(c): This was submitted on 10/2/24.

4.3. Multilingual Learners

- a) Describe the steps the school takes to identify multilingual learners (ML).

RCCS currently serves approximately 65 multilingual learners through our ESL program. The process by which these students were found eligible to receive ESL services is as follows:

1. All students who enroll in RCCS must complete the Home Language Survey. The form is both a state and federal requirement for all students. Students receive the Home Language Survey form from the school secretary when initially enrolling. It should be filled out completely and dated.
2. All students' language backgrounds shall be determined at the time of enrollment using the Home Language Survey. This survey will be available in the student's native language as it is feasible. An interpreter is available for assistance.
3. Once the Home Language Survey is completed a copy of the Home Language Survey is made. The original is placed in a cumulative folder and a copy is forwarded to the ESL teacher. The ESL teacher determines if the W-APT / Screener is appropriate. If the only regularly spoken language in the home is English, the process is complete. If there is another language spoken at home, the ESL teacher organizes and administers W-APT. A copy of the W-APT is placed in the ESL portfolio and another copy is forwarded to the Main Office. Once this is complete the W-APT results are sent to the parents and service planning begins.
4. If it is determined that the student speaks English more than half the time at home, the student should be considered English language proficient, and no further action is needed.
5. If it is determined that the student speaks any language other than English more than half the time at home, then the student is identified as a National Origin Minority Student (NOMS) or the staff ask further questions to determine if English is a second language for the student. These students form the pool of students who may be eligible for ESL services. Students identified must take the WIDA Screener or WIDA Model assessment to determine English listening, reading, writing, and speaking skills.
6. If a student is a new enrollee, the school secretary makes copies of the Home Language Survey for the ESL teacher. The original is filed in the student's cumulative record. If a student is transferring from another school, and the Home Language Survey indicates that the student has been previously identified as an ML, then records of the student's WIDA assessment scores must be requested from the student's previous school. If no records are furnished, the student must take the WIDA Screener or WIDA Model assessment to determine English listening, reading, writing, and speaking skills.

- b) Describe the programs and range of services the school provides for identified ML students.

School's program description:

RCCS offers a High Intensity ESL push-in/pull-out hybrid program, where students receive 45-minute daily instruction in English with a strong emphasis on Sheltered Instruction Observation Protocol (SIOP)-based strategies.

Our program strives to meet both the academic and social/emotional needs of our English learners in both small, intimate group settings that facilitate interaction and dialogue, as well as in whole groups that foster community and integration. ESL students should be scheduled carefully to meet their needs. Teachers will service no more than 5 students at a time (small group limit) within a 45-minute period. ESL lessons include measurable objectives that are aligned to the WIDA ELD Standards, while Common Core State Standards are used to determine unit plan goals and success criteria.

ML students participate in regular education classes. They participate in ESL services in accordance with English proficiency levels. Individualized service delivery plans document the amount and type of ESL services for which students are eligible. When a student exits MLL status, students will be monitored for 4 consecutive years. Monitoring will be documented, and evidence is in the student's ESL Portfolio.

Annual program review and evaluation provides an opportunity to revisit the present program model and its effectiveness and to make changes as needed. Our ESL department evaluates the ESL program annually, using the ACCESS test scores; Informal evaluation also includes communication with classroom teachers and parents.

Our goal is to break the barriers of communication. We maintain that all ML students can experience academic success and thus realize their full potential in life.

RCCS Language Instruction Education Program Types are as follows:

LIEP	Key Features
English as a Second Language (ESL)	A program of techniques, methodology and special curriculum designed to teach English reading, writing, listening and speaking skills to MLs.
Sheltered Instruction (SIOP)	Adapts academic instruction in English to make it understandable to students' levels of English proficiency.

Language Instruction Educational Program (LIEP) Services are currently offered at RCCS at three different levels as needed based on data from WIDA ACCESS, ESL screening, and teacher observations:

Intensive: Pull out sessions for a minimum of 30-45 minutes are provided as needed to perform small group differentiated instruction, that promotes the development of both language acquisition and content knowledge. Students receive at least 3.75 hours of services per week, or five 45-minute sessions spread across the week. Support from a trained ESL teacher is provided in classrooms and in pull out sessions based on need for grades K-4. Special assistance is provided for newcomers. There is adherence by all teachers to ML Plans with instructional modification, testing accommodations, and language goals.

Intermediate: Pull out and push in sessions for a minimum of 30-45 minutes are provided as needed to perform small group differentiated instruction, that promotes the development of both language acquisition and content knowledge. Students receive at least 3 hours of services per week, or four 45-minute sessions spread across the week. There is support from an ESL teacher in classrooms based on need for grades K-4. There is adherence to ML Plans with instructional modifications, testing accommodations, and language goals.

Advanced / Collaborative: Pull out and push in sessions for a minimum of 30-45 minutes are provided as needed to perform small group differentiated instruction, that promotes the development of both language acquisition and content knowledge. Students receive at least 2.25 hour of services per week or three-minute sessions spread across the week. In some cases, collaboration between the ESL teacher and regular education teacher will provide Content- based push in instruction for a minimum of 30-45 minutes using effective SIOP strategies to make content comprehensible. This will promote the development of both language acquisition and content knowledge. Monitoring will include class visits, conferences and written documentation of student progress. There is adherence to ML Plans with instructional modification, testing accommodations, and language goals.

Fiscal Performance Areas

The following items are aligned with the Performance Framework, Section II. Financial Performance.

1. Financial Framework

- a) Based on the Performance Framework Financial Ratios reported in the Annual Comprehensive Financial Report (ACFR):
- i) Provide an explanation for any Near Term or Sustainability Ratios that did not meet standard; and
 - ii) Provide a plan with timeline for improving any ratios that do not meet standard.

Near Term Indicators		2021	2022	2023	3 YR CUM	Target	Pass/Fail
1a.	Current Ratio	55.14	31.24	6.99		> 1.1	Pass
1b.	Unrestricted Days Cash	263.42	144.29	113.02		30-60	Pass
1c.	Enrollment Variance	85%	80%	93%		>95%	Fail
1d.	Default	NO	NO	NO		not in default	Pass
Sustainability Indicators		2021	2022	2023	3 YR CUM	Target	Pass/Fail
2c.	Cash Flow	(244,529)	(1,720,948)	(530,668)	(2,496,145)	3 yr cum positive	Fail
2d.	Debt Service Coverage Ratio	N/A	N/A	N/A		>1.10	N/A

Near Term Indicator 1c. Enrollment Variance: The enrollment variance for FY23 and subsequently FY24 (not reported here) are close to the 95% pass rate. These years missed the 95% enrollment target by 6 students each year respectively. Every effort is being made to increase enrollment at RCCS. Recently the Board of Trustees approved to change enrollment platforms as it was not seeing success under its former platform. The Administration's plan is to have its budgeted enrollment of 290 students by October 15, 2024.

Sustainability Indicator 2c. Cash Flow: The Administration and the Board of Trustees have purposely made efforts to spend down a very large fund balance that had accumulated from prior school years. The intent of the increased appropriations was to properly staff the school while also providing every opportunity for academic improvement post the COVID-19 Pandemic. The Board of Trustees is aware of its spending rate and now are implementing an action plan to slowly increase fund balance year over year. This plan is going into effect during the 2025 Fiscal Year and will continue for the next five-year charter terms as evidenced in the 5-year Budgets submitted with this application.

2. Financial Audit

- a) *If applicable*, over the last charter term, provide an explanation for the occurrence of the status of current and repeat findings from the Auditor's Management Report (AMR) and provide a plan including a timeline on resolution of these findings.

N/A - no findings or recommendations.

- b) During the charter term, if the school received significant deficiency or material weaknesses in the ACFR, Schedule K-6, please explain deficiencies/weaknesses and actions taken to remediate.

N/A - no significant deficiency or material weaknesses.

3. Budget Information

- a) **Using the spreadsheet titled, “Renewal App Budget Sum-Years 1–5,”** prepare a budget summary covering projected sources of revenue and planned expenditures for Years 1–5. **The budget(s) should be based on realistic/expected enrollment and not necessarily the maximum enrollment.** If requesting an expansion to the school’s maximum enrollment, please provide two five-year budgets:
- i) Budget Summary 1 - without expansion for Years 1–5 - submitted
 - ii) Budget Summary 2 - with expansion for Years 1–5 - submitted
- b) Provide an itemized Budget Narrative for fiscal year 2025-2026. If the school is planning to expand, provide an additional budget narrative reflecting the expansion. **A Budget Narrative Template can be found on the second tab of the “Renewal App Budget Sum-Years 1–5”.**

Submitted prior to 10/15/24.

- c) For years 2026-2030, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year (such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.)

Submitted prior to 10/15/24.

- d) Using the spreadsheet titled, “Renewal App Budget Sum-Years 1–5,” prepare a Cash Flow Schedule for the 2025-2026 school year only.

Submitted prior to 10/15/24.

Five Year Planning

1. Maximum Enrollment

- a) Based on the school’s **currently approved maximum enrollment**, provide a five-year maximum enrollment chart by grade level, in the prescribed format below.

Table 4: Current Approved Maximum Enrollment Chart

Grade	2024-2025 (current maximum)	2024-2025 (actual enrollment)	2024-2025 (maximum)	2025-2026 (maximum)	2026-2027 (maximum)	2027-2028 (maximum)	2028-2029 (maximum)
K	66	52	66	66	66	66	66
1	66	59	66	66	66	66	66
2	66	58	66	66	66	66	66
3	66	59	66	66	66	66	66
4	66	58	66	66	66	66	66
Total	330	286	330	330	330	330	330

- b) If the school requests an increase to its maximum enrollment over the next charter term, provide a **second** enrollment chart below reflecting this request, in the prescribed format.

Table 5: Proposed Maximum Enrollment Changes

Grade	2024-2025 (current maximum)	2024-2025 (actual enrollment)	2025-2026 (maximum)	2026-2027 (maximum)	2027-2028 (maximum)	2028-2029 (maximum)	2029-2030 (maximum)
K	66	52	66	66	66	66	66
1	66	59	66	66	66	66	66
2	66	58	66	66	66	66	66
3	66	59	66	66	66	66	66
4	66	58	66	66	66	66	66
5	0	0	66	66	66	66	66
Total	330	286	396	462	462	462	462

- c) Provide a board resolution submitting the application which includes the requested enrollment increase.

RESOLUTION: Board Meeting Date: September 18, 2024 (See Appendix B)

Motion Passed and was board approved on September 18, 2024. Resolution includes vote tally.

1. Facility

- a) Provide detailed information on the school's facility plans for the five years of the next charter. The plan should include an adequate and detailed financial arrangement and timeline for the facility.

RCCS currently has an adequate facility that meets the needs of its currently enrolled scholars and the addition of a grade 5. Its current lease with the Archdiocese of Newark is effective through the school year 2026-2027. Significant improvements to the facility have been made to improve access to additional educational programs and to maintain the school's positive culture & climate. We have a lease proposal with the Archdiocese of Newark for use of additional property across the street from the main building to serve as a potential RCCS Kindergarten / Early Intervention Annex which will comfortably allow for the additional enrollment within the main building if the expansion to Grade 5 is approved. This annex would house our three kindergarten classrooms and our special services department which includes our full CST and related service providers. This smaller building is the perfect size for our youngest scholars and is the perfect setting for early learning and intervention before transitioning into the main building for Grades 1-5 in school year 2025-26. However, the current property has adequate space to house the additional three classrooms for grade 5.

2. Five-Year Planning

- a) Describe the changes and improvements the school will undertake in the next five years based on the school's examination of results and outcomes.

In 2010 when the initial charter application was proposed, the school's academic goals were explicitly related to the school's mission, while the non-academic goals served as the underpinnings that would help the school achieve its mission. Today, this continues to be the basis for our goal setting and the standard by which we evaluate our success. As a college preparatory school, all the school's goals were then and are currently fueled by the underlying objective of placing students on a trajectory of success in college. In 2010, the goals were as

follows: Academic Goal 1: All students who have attended RCCS for at least two years will demonstrate Academic Excellence by meeting or exceeding state standards for mastery of English language arts, math, and science. Performance Measure 1: 100% of students who have attended Roseville Community Charter School for at least two years will score Proficient or Advanced on the New Jersey Assessment of Skills and Knowledge assessment. Performance Measure 2: All student demographic subgroups will make Adequate Yearly Progress on state assessments. Academic Goal 2: All students who have attended RCCS for at least two years will demonstrate Academic Excellence by achieving nationally competitive student outcomes on a norm-referenced standardized assessment. Performance Measure 1: In a cohort analysis of longitudinal growth, students at RCCS will show an average growth of 5 percentiles per year in reading and math on a nationally normed standardized assessment, until the cohort average reaches the 75th percentile.

In looking at our most recent spring 2024 NJSLA and NWEA / MAP data, after 5 years of implementing the educational model, as outlined within the previous charter renewal application (2019-20) and described within this application, we are pleased to report that data shows that 100 % of our students in grade 3 who have been enrolled at RCCS since kindergarten or first grade, MET or EXCEEDED expectations in ELA. In addition, 92% of these students MET or EXCEEDED expectations in Math. In looking at our grade 4 students who have been enrolled at RCCS since kindergarten or first grade, 92% of these students MET or EXCEEDED expectations in ELA and 85% of these same students MET or EXCEEDED expectations in Math. What this tells us is that the educational model, our standards-aligned curriculum, SEL initiatives, and instructional practices work when we have continuity with our students. We also found that we are successful in promoting progress amongst our students with disabilities and our multilingual learners as evidenced by their performance on the NJSLA 2024, WIDA ACCESS data, and NWEA MAP growth projection data. End of school year 23-24 NWEA / MAP data demonstrates that 48% of scholars with IEPs and 58.5% of MLs in Grades 3-4 met growth projections in Math, while 67% of scholars with IEPs and 44.5% of MLs in Grades 3-4 met growth projections in Reading. As a result, 33% of Grade 3 scholars who “Approached Expectations” on the NJSLA-Math / Spring 2024 assessment identified as a MLs and 20% of Grade 4 scholars who “Approached Expectations” on the NJSLA-ELA / Spring 2024 assessment are classified under Special Education. Additionally, two Grade 4 multilingual scholars, also enrolled at RCCS for two or more school years, met proficiency on the WIDA ACCESS / Spring 2024 assessment, satisfying the criteria of achieving an overall score of 4.5 or higher to exit the ESL program. This data is evidence that our educational programs, instructional practices, targeted support, and related services, as it relates to the most vulnerable student groups at RCCS, are also effective in helping these scholars retain the foundational skills and knowledge needed to meet their individualized educational goals.

We will continue to work to close the academic achievement gaps in Math and ELA through high-impact tutoring led by our certified teachers during after school programming, providing students identified with Math and ELA instruction twice weekly for a minimum of 45 minutes each. In addition, using our core curricular programs, Eureka Math and McGraw Hill - Wonders, our teachers will continue to deliver small group targeted instruction daily, while tracking data trends through ongoing assessment cycles and monitoring student progress to adjust instruction as needed. Additionally, supplemental instructional programs such as TouchMath and LexiaCore5/LexiaEnglish are utilized to address skill gaps in Math and Reading, by providing Special Education students with a tactile approach to developing Math concepts and skills, and by engaging MLs in language acquisition and literacy development using technology to promote reading, speaking, listening and writing skills. More specifically, this year and over the next 5 years we will continue to help our scholars make academic progress through the following ways:

- Data Teams will triangulate the NJSLA data, by making correlations with data points from NWEA, formative assessments, and STEP reading data using our in-house data trackers to identify areas of weakness-based item analysis, and standards base reports of assessments. We will use these data points to predict outcomes on the next NJSLA and lesson plan accordingly.
- Math and ELA Coach will teach a specialized 60 min block for students that are approaching, met, and exceeded proficiency expectations based on NJSLA, and NWEA for grade 4 only.

- Dedicated small group instruction planned for, modeled through professional development that is built into elementary math and ELA grades 2-4 schedule Targeted Intervention, enrichment, and on grade level instruction.
- Additional teachers will receive Orton-Gillingham / Wilson Reading training and one (1) SPED teacher will continue the course to be Wilson certified and certified staff trainer.
- Provide additional professional development in guided reading, Wilson / Orton-Gillingham (Science of Reading) methodology, and Wilson Foundations training.
- Use of Eureka Math digital benchmarking and formative assessment that supports early intervention, response to intervention strategies, and homework to help drive targeted instruction and to prepare our scholars for online state testing.
- Teachers will be collecting and using “real-time” data that enriches our teachers’ perspective and enables us to plan targeted instruction to meet students’ needs.
- Additional professional development opportunities for teachers and administrators to increase academic rigor and support interactive, responsive, online use of teacher and student learning platforms that will provide individualized, targeted feedback for teachers, students and parents will come through collaboration with new NJCF grant-funded educational consultant.
- ESL teachers will continue to attend SIOP model workshops and NJ’s annual ESL conference to increase the language enrichment of our classroom environments on behalf of MLs.
- Currently RCCS has a robust ESL program with 2 certified ESL teachers. Based on the ever-changing needs of our school community, a Bilingual kindergarten class with the addition of another certified Bilingual Teacher would accommodate our growing and diverse ML population for the 2025-26 school year.
- RCCS will expand our current ESL parent meetings to share program overview and updates to establish an ELs Parent Group which will meet quarterly to share current information and available resources to support their child’s education. This will allow more opportunities for our parents of ELs to get to other parents of ELs, ask questions, and receive additional support at least 4 times per year. The start of this transition will take place as an introduction of this newly formed group during our upcoming ELs Parent Meeting.
- We partnered again with *Inspired Instruction* who worked collaboratively with our Instructional Coaches and Directors of Curriculum & Instruction to ensure alignment of new learning standards and then provided professional development during Summer Institute 2024 to help our teachers to “unpack” the new standards, how to effectively lesson plan and implement the new standards within the classroom, and how to increase academic rigor utilizing these new standards.
- Our partnership with NJ Children’s Foundation has helped us secure an educational consultant who will provide on-going professional development to both the instructional leadership and teachers to increase academic rigor and refine our ability to use data to target instruction.

b) Describe any significant changes the school expects to make in the following areas over the next charter term:

i) Amendments to your school’s charter; and

Per the board resolution dated September 18, 2024, and included within this application, the board of trustees voted to approve the submission of a charter renewal application and to amend to the charter to expand the grade levels beyond Grades K-4 with grade 5 to take effect in SY 2025-26. See [APPENDIX B](#).

ii) Governance and/or Education Service Provider (ESP) or Charter Management Organization (CMO) structure.

N/A - there are no changes expected regarding this.