

# EXECUTIVE SUMMARY

## 1. Executive Summary

### a. Assurances:

- i. Celerity Educational Group is operated as a California 501(c)(3) non-profit public benefit corporation. It was incorporated on November 1, 2004 and received IRS recognition on April 6, 2006 retroactively to the date of incorporation. Please see Articles of Incorporation and the IRS letter of determination in Appendix I (Celerity Articles of Incorporation and Celerity IRS Letter of Determination).
  - ii. Celerity has signed a statement assuring that the school will enroll the requisite number of students from the impacted campuses that the new school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost. Please see signed statement in Appendix II (Assurances).
  - iii. Celerity has signed a statement assuring that the school agrees that the student composition will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at the school continues to reflect that of the overall school community. Please see signed statement in Appendix II (Assurances).
  - iv. Celerity schools have demonstrated superior financial performance since 2005. Our latest audit for period ending June, 2009 demonstrates that the organization has \$5,723,777 in assets. Please see Financial Audit in Appendix III (Celerity Audit 08-09).
  - v. Celerity has signed a statement assuring that the school agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. Please see Signed statement in Appendix II (Assurances).
- b. The school has extensive experience in increasing student achievement of the populations that will be served by the new school. Please see our comparison demographics and records of success as compared to the feeder schools in Appendix IV (Comparison School Data).
- c. We believe that creating an excellent learning environment requires a strong and unwavering commitment to academic excellence and quality. Celerity is a learning community that offers a safe and conducive learning environment because students feel un-alienated, nurtured and connected to caring adults. Teachers and staff are trained to understand how they can establish deeper, genuine, and authentic rapport with students and extend more support in developing their academic potential. Our curriculum incorporates the Principles of Learning together with Culturally Relevant Pedagogy and is implemented through a Project Based Learning Model.

### **Mission**

The mission of Celerity Charter School is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

### **Vision**

Celerity Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

**Academic Excellence**

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

**Mutual Respect**

Celerity will foster a culture of mutual respect that builds trust and engages students in learning.

**Highly Qualified Teachers and Paraprofessionals**

Teachers and paraprofessionals will meet NCLB standards as highly qualified.

**Parental Investment and Community Involvement**

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students' success.

**Respect and Diversity**

Celerity will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

The school will be fully enrolled in grades Kindergarten through fifth grade by September 1, 2010.

**Narrative of Typical Day at Celerity Charter School**

A visitor to the school should expect to see students engaged in standards based curriculum with teachers as facilitator's. Classrooms will show evidence of standards-based instruction and rigor. Student work will be showcased and graded according standards-based rubrics. A visitor will also see the school's technology plan in effect with laptops for students, projectors for teachers, TVs and DVD players, video on demand equipment and other such equipment. The visitor should readily see that the technology is being used to further the effectiveness of the curriculum. Students will be seen using mathematics software programs to learn abstract mathematics concepts visually; students will be seen using laptops to do internet research, to write papers, and to create PowerPoint presentations. In addition, students will be seen taking grade-level standards-based assessments using internet-based software. A visitor will also see students engaged in enrichment activities such as yoga, dance, and art. A visitor should also see dedicated staff directing and overseeing the students. A visitor will see and hear teachers engaged in conversations around weekly assessment data and how to use the data to drive instruction for the upcoming week. Teachers will be seen and heard sharing and implementing effective strategies as they strive to increase student achievement. There will also be evidence of parent involvement and extended learning time. A visitor will also see and after school tutoring program which is focused on homework assistance and basic skills instruction through the use of technology. Students in the after school program complete their homework with the assistance of tutors. Upon homework completion, students work on standards that are aligned to that day's classroom instruction through the use of technology programs such as Study Island and ST Math. A visitor to the school will also see that the culture is effective in uniting students and staff in a common educational endeavor and determining expectations for academics and behavior.

- d. Students who attend Celerity will have an opportunity to be challenged in an environment where high expectations and academic excellence will be non-negotiable for all students including students who are at-risk. Students will benefit from a small, safe school environment where a respect for each other and each other's differences will prevail. Students who attend Celerity will benefit from an environment where parents and teachers will work in partnership to meet student achievement goals.

Our curriculum incorporates the Principles of Learning together with Culturally Relevant Pedagogy and is implemented through a Project Based Learning Model. The instructional program is built around Lauren Resnick's Nine Principles of Learning. The goal of the program is to create intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort. In addition, Teachers, administrators, and support staff will communicate high expectations of all students and through their words and actions, respect for students' culture, history, heritage and contextual cultural reality.

Celerity will instruct students in the California Content Standards and use the California Content Standards to: align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement. The ultimate goal of the Language Arts program will be to develop life-long writers and readers. In History/Social Studies, students will acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. In Mathematics, students will acquire computational and procedural skills, conceptual understanding, and problem solving skills. Through our technology curriculum, Celerity Charter School ensures that students learn computer skills while pursuing academic goals.

In School Districts where culturally relevant pedagogy has been implemented, the test scores have consistently gone up from year to year. Together with other District initiatives, there is a strong correlation with the implementation of Principles of Learning, Culturally Relevant Pedagogy and increased academic achievement.

Celerity will be a professional learning community and we will infuse the Principles of Learning (Organizing for Effort) into our school-wide professional development plan in order to help the teachers analyze the quality of instruction and opportunities for learning that they offer to students. Professional development will include time for teacher collaboration and curriculum development. By creating a learning team we seek to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student.

In order to monitor student achievement throughout the academic school year, Celerity teachers will use the following assessments as benchmark assessments: teacher assignments and Study Island standards based assessments (weekly), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). In addition, standards based benchmark assessments (Data Director) are implemented every two months.

Student performance goals are as follows: In English Language Arts, the percentage of students achieving at the proficient and advanced level in the CST will be 100% in year 5 and the percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will be 100% in year 5. In Math, the percentage of students achieving at the proficient and advanced level in the CST will be 100% in year 5 and the percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will be 100% in year 5. In Science, the percentage of students achieving at the proficient and advanced level in the CST will be 100% proficient and advanced in year 5. In Social Studies, the percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will be 100% in year 5.

e. **Community Impact and Involvement:**

The mission of Celerity is to establish schools in areas where the students are at risk and LAUSD is in need of an educational partner to help raise the level of student achievement. This school was chosen because the student demographics are the target population for Celerity Schools and most of the feeder schools

are in Program Improvement status. Celerity Charter School will meet the needs of the students in this community by providing rich standards based and culturally relevant curriculum enhanced with arts and technology, a small learning environment, and partnering with parents to fully participate in the education of their children. Parents will participate side by side with staff in the process of unwrapping the academic standards and understanding what is expected of their children to achieve a level of proficiency in the state mandated CST, including students with special education needs.

Parents and other community members will be part of the various school groups that provide input into the design of the school. Parents will be part of the Parent Teacher Organization, Site Leadership Council, and other State mandated committees that provide input into local school decisions, participate in teacher observations, help to publicize the school, and volunteer in the classrooms and in professional capacities depending on their desires.

f. Leadership/Governance:

The leadership/governance team of Celerity Educational Group consists of educators and business leaders with over five decades of combined years of experience in the K-12 setting in addition to extensive expertise in government and private industry. They have by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of schools, and more specifically, successfully educating their target student population. Sound decisions that affect the educational program at Celerity are based on first-hand experiences in education as classroom teachers, coordinators and administrators. In addition, CEG board members also have legal and business experience and make sound legal and business decisions for the school.

**The Chief Executive Officer** is Vielka McFarlane. Ms. McFarlane holds a Master of Arts Degree in Education Administration in addition to a Multiple Subject Teaching Credential. She has taught children of all ages as a classroom teacher. Her experience in the Los Angeles Unified School District ranged from classroom teacher to school administrator and District level administrator. She founded Celerity Educational Group with the primary goal of providing a high quality, standards and research-based instructional program focused on students achieving a status of proficiency.

**Board members and their salient qualifications include:**

**Curt Hessler:** Mr. Hessler is an attorney and former U.S. Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter's Economic Policy Group; and Associate Director of the President's Office of Management and Budget. In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries. Currently, he is a Professor at the UCLA School of Law with extensive experience in finance, strategic development, and law.

**Myrtle Franklin:** Ms. Franklin holds Master of Arts Degrees in Education Administration and Special Education and has more than 32 years of experience serving the children of Los Angeles at Foshay Learning Center and at La Conte Middle School. As a school administrator and secondary teacher, Ms. Franklin has worked with students and teachers at the elementary and secondary level. Ms. Franklin brings experience in working with numerous non-profits and community-based philanthropic organizations. She is a graduate of Southern University in Baton Rouge, LA. She earned her MA in Secondary Teaching at California State University, Los Angeles. She was a teacher trainer at USC, UCLA and California State University, Los Angeles.

**Dana Walden:** Is the Executive Director of the Dream Project, a Non-profit organization associated with the United Nations' efforts to implement the UN Millenium Development Goals worldwide. Prior to his current position he was co-owner of Laurel Canyon Animal Company(LCAC) and still is a principal Producer and founder of Enlightened Innertainment (EI). LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. Mr. Walden has experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide.

Each Celerity school has local School Site Councils and Advisory Committees that provide input in the decision making process, budget development, selection of instructional materials, school safety and climate, and school policies that affect student achievement.

g. Fiscal Plan:

Celerity School will be a Direct Funded Charter School. Revenue Limit apportionments, Categorical Block Grant, Economic Impact Aid, State Lottery Funds, etc. will pass thru LACOE and be deposited into our bank accounts. Our Board of Directors will have all fiduciary responsibilities for these funds.

Since 2005, Celerity Schools have increased the achievement of at-risk students in Los Angeles, the majority of whom come from resident schools within the Los Angeles Unified School District. A major part of this success is credited to the CEG board members exemplary commitment to academic excellence through their decision to allocate and prioritize resources to directly affect the classroom. In alignment to our mission and vision, resources will continue to be allocated to fund the before school program, to fund the standards-based after-school program, continuous use of formative assessments such as Study Island and DataDirector, ST Math software to improve math instruction, hiring additional teacher support staff such as curriculum specialists and technology instructors to support instruction and technology integration in the classroom. The Board will continue to allocate resources to fund a web based information system that provides real time access to parents so that they are able to see their Children’s progress, classroom assignments, and assessments in real time. This commitment to real-time affords parents a real opportunity to be partners in their children’s education. They do not have to wait until parent conference to intervene and thus provides for the continuous improvement of the school, the community and the students.

**2. Curriculum and Instruction**

- a. Our curriculum incorporates the Principles of Learning together with Culturally Relevant Pedagogy and is implemented through a Project Based Learning Model. Teachers will use the following instructional techniques to teach students the subject matter set forth in the standards: direct instruction, explicit teaching, knowledge-based learning, discovery-learning, investigatory, inquiry-based, problem solving-based, guided discovery, set-theory-based, progressive, or other methods. The rigorous standards-based curriculum program design will address the specific content areas as delineated by the state approved educational frameworks and State Content Standards in the areas of integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, and the Performing Arts. In addition, Celerity Charter School will integrate core content areas throughout the instructional program through the use of project based learning and technology. The scope and sequence for the core content areas is listed below. A more detailed scope and sequence can be found in Appendix V (California Content Standards Summary).s:

	<b>ELA</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
<b>Kinder</b>	CA ELA Standards K	CA Math Standards K	CA Science Standards K	CA Social Studies Standards K
<b>1<sup>st</sup></b>	CA ELA Standards Gr 1	CA Math Standards Gr 1	CA Science Standards Gr 1	CA Social Studies Standards Gr 1
<b>2<sup>nd</sup></b>	CA ELA Standards Gr 2	CA Math Standards Gr 2	CA Science Standards Gr 2	CA Social Studies Standards Gr 1
<b>3<sup>rd</sup></b>	CA ELA Standards Gr 3	CA Math Standards Gr 3	CA Science Standards Gr 3	CA Social Studies Standards Gr 1
<b>4<sup>th</sup></b>	CA ELA Standards Gr 4	CA Math Standards Gr 4	CA Science Standards Gr 4	California History
<b>5<sup>th</sup></b>	CA ELA Standards Gr 5	CA Math Standards GR 5	CA Science Standards Gr 5	CA Social Studies Standards Gr 1

The textbooks for each of the core content areas have been selected from the State Adopted Textbook list. Each student will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education as follows:

Grade	Subject	Title	Publisher
K	English Language Arts	Look at Us, Colors All Around, We're a Family, Friends Together, Let's Count, Sunshine and Raindrops, Wheels Go Around, Down on the Farm, Spring is Here, A World of Animals	Houghton Mifflin
K	English Language Development	Into English!	Hampton Brown
K	Math	Math K	Saxon
K	Science	Trees, Animals Two by Two, Wood and Paper	Delta Education
K	Social Studies	My World	Houghton Mifflin
1	English Language Arts	Here We Go, Let's Be Friends, Surprises, Treasures, Wonders	Houghton Mifflin
1	English Language Development	Into English!	Hampton Brown
1	Math	Math 1	Saxon
1	Science	Insects and Plants, Air and Weather, Solids & Liquids	Delta Education
1	Social Studies	School and Family	Houghton Mifflin
2	English Language Arts	Adventures, Delights	Houghton Mifflin
2	English Language Development	Into English!	Hampton Brown
2	Math	Math 2	Saxon
2	Science	Plants and Animals, Pebbles, Sand and Silt, Insects	Delta Education
2	Social Studies	Neighborhoods	Houghton Mifflin
3	English Language Arts	Rewards, Horizons	Houghton Mifflin
3	English Language Development	Into English!	Hampton Brown
3	Math	Math 54	Saxon
3	Science	Structures of Life, Matter and Energy, Magnetism and Electricity	Delta Education
3	Social Studies	Communities	Houghton Mifflin
4	English Language Arts	Traditions	Houghton Mifflin
4	English Language Development	High Point	Hampton Brown
4	Math	Math 65	Saxon
4	Science	Sun, Moon and Stars, Solid Earth, Mixtures and Solutions	Delta Education
4	Social Studies	California Studies	Houghton Mifflin
5	English Language Arts	Expeditions	Houghton Mifflin
5	English Language Development	High Point	Hampton Brown
5	Math	Math 76	Saxon
5	Science	Water Planet, Living Systems, Environments	Delta Education
5	Social Studies	United States History: The Early Years	Houghton Mifflin

Implementation of instructional materials will be conducted through daily expectations, which are placed on students socializing them to be responsible for using meta-cognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students are also taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while. More specifically, the middle school program consists of features that address the needs of the middle school students, such as a block schedule and the recruitment of teachers who hold single subject credentials in English, Math, Science, Social Studies and Art or teachers who hold multiple subject teaching credentials with subject matter authorizations in the core content areas listed above. This targeting recruitment of teacher with in-depth subject matter knowledge and expertise ensures that teachers understand the more complex middle school standards and are able to teach students the grade-level appropriate content standards with depth and ensure that students are able to demonstrate mastery of the content standards. The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach grade-level content standards with depth and mastery while integrating content areas and using hands-on learning activities.

All teachers work in small collaborative teams where lessons are studied as a learning community, to support each other and the curriculum, and where accountability for student success is a shared responsibility. Teachers meet weekly in grade-level teams to review weekly Study Island data and strategically plan lessons for the upcoming week to re-teach students not demonstrating proficiency. The strategies used to implement Celerity’s instructional program will include, but will not be limited to:

- 1) Individual student writing portfolios will be used at all grade levels to promote individualized writing skills and to develop student writing styles.
- 2) Through Project Based Learning students learn how to conduct research based on inquiry questions and learn to use problem solving skills to find answers to questions.
- 3) Multimedia and computers will be used in the classrooms by students to test their skills and apply them to real world problems. Students will also use laptops to conduct research and to assess their mastery of state content standards.

Celerity is committed to narrowing the achievement gap between low-income inner city students and their relatively affluent suburban counterparts. The most important tool for tracking and monitoring student success at Celerity Charter School is the ILP. An ILP is a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which is developed by the student’s teacher in cooperation with a student and his or her parents. The ILP is designed to address the performance standards for each student. We see the ILP as a strategic plan for our students clearly outlining their strengths, weaknesses, opportunities and challenges. The ILP would also contain any behavior modification strategies that would be needed for the student to succeed.

To ensure equitable access to the visual and performing arts, including technology, Dance, Yoga, and Technology classes are integrated into the daily curriculum. All students, beginning in Kindergarten, receive 30 minutes each of dance, yoga, and technology instruction. As students mature and continue in our program, the amount of instructional time in these areas gradually increases. By the time a Celerity student culminates s/he receives 200 minutes of visual and performing arts (dance and technology) instruction weekly.

Students and teachers will have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. The school will integrate electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Every classroom will be equipped with a media cart which contains a document projector and LCD projector for instructional use. We plan to incorporate V-brick technology as an instructional tool into the classroom. By implementing technology with the curriculum, Celerity ensures that students learn computer skills while pursuing academic goals. Celerity will maintain mobile laptop labs in locked carts to ensure that all students have access to laptops for technology instruction. Celerity’s IT network will provide students with safe and secure internet access for learning.

- b. Celerity Educational Group currently operates Celerity Nascent Charter School (opened 2005), Celerity Dyad Charter School (opened 2007), and Celerity Troika Charter School (opened 2007). The three charters implement curriculum that is standards-based using instructional materials that are aligned to California State Content Standards and that are state adopted. We have included the Celerity Nascent’s, Celerity Dyad’s, and Celerity Troika’s demographic data in the chart below.

School	Grades Served	Student Enrollment						API	AYP Goals	
		Total	African American	Hispanic	Socio-Econ	English Learner	Students with		Adequate Yearly Progress (AYP)	
									Met Criteria	PI Status

					Disadv.		Disabilities		in 2009	
Celerity Dyad Charter	K – 8 <sup>th</sup>	253	11.1%	88.9%	100%	68.4%	6%	785	Yes	Not in PI
Celerity Nascent Charter	K – 8 <sup>th</sup>	618	65%	35%	93.3%	15%	5%	753	Yes	Year 2
Celerity Troika Charter	K – 8 <sup>th</sup>	99	9.1%	75.8%	94.9%	17.2%	3%	874	Yes	Not in PI

School	2008-09 CST Comparison All Students		2008-09 CST Comparison African American		2008-09 CST Comparison Hispanic		2008-09 CST Comparison Socio-Econ Disadv.		2008-09 CST Comparison English Learner		2008-09 CST Comparison Students With Disabilities	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced
Celerity Dyad Charter	42%	65%	50%	78.6%	41.3%	63.6%	42.3%	65.4%	39.2%	62.4%	N/A	N/A
Celerity Nascent Charter	39.9%	48.1%	36.3%	45.4%	46.3%	53.1%	38.6%	47.9%	50%	55.4%	18.2%	27.3%
Celerity Troika Charter	64.1%	89.1%	N/A	N/A	62.3%	86.8%	61.4%	87.7%	56.5%	82.6%	N/A	N/A

In School Districts where culturally relevant pedagogy has been implemented (Austin, Texas, Baltimore, Maryland, New York City, New York, and Los Angeles), the test scores have consistently gone up from year to year (2006 through 2009). In 2007, the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville conducted an investigation into schools and districts implementing project based learning (PBL). This study shows the effectiveness of project based learning (PBL) as demonstrated by test scores over the course of three years where the implementation of project based learning resulted in increasing percentages of proficient students at the Denver School District, Knoxville School District, and the Trenton School District.

In addition, Geier et al (2008) reports findings that PBL is more effective than traditional instruction as measured by standardized tests scores and his team found that PBL is more effective in increasing student achievement among historically underserved urban students. Research source: "Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform" in the *Journal of Research in Science Teaching*, vol 45, issue 8, page 922-939 and [http://www.bie.org/about/does\\_pbl\\_work](http://www.bie.org/about/does_pbl_work) . Together with other District initiatives, there is a strong correlation with the implementation of Principles of Learning, Culturally Relevant Pedagogy and increased academic achievement. Please see Appendix VI for data(Project-based Learning Data).

Celerity Nascent, Dyad, and Troika Charter Schools have received WASC accredited through June 20, 2012.

- c. The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. Celerity will provide for all learners, including gifted, special education students, English Language Learners and at-risk students, by:
- Creating an environment that is responsive to the different learners
  - Assessing each learner’s knowledge, understanding, and interest
  - Integrating the intellectual process including both cognitive and affective abilities
  - Differentiating and individualizing the curriculum to meet each learner’s needs



- Evaluating both learning and teaching, and reflecting on the information obtained to adapt the learning plan and improve the program.
- Activating and building on prior knowledge
- Setting the purpose for learning
- focusing on acquiring vocabulary in context
- Provides opportunities for direct teaching of skills and problem solving
- Provides opportunities for scaffolded language and content
- Using kinesthetic approaches, rubrics, graphic organizers, and flexible grouping for instruction based on identified student needs.

In addition, students requiring intensive academic support are eligible to participate in the after-school tutoring and summer school intervention programs. The after school classes will provide homework assistance, small group, and individual tutoring that is aligned to the instruction students receive from their teachers during the day. Students in the after school program will also be provided with additional opportunities to continue to work on technology programs such as Study Island and ST Math.

From the strategies above, students are expected to show increase in achievement and to demonstrate mastery of grade-level content standards through benchmark assessments, progress reports, portfolios, and CST testing. In addition, English Language Learners are expected to demonstrate master of grade-level ELD standards. Students with IEP's are expected to demonstrate mastery of IEP goals.

- d. Accelerated students demonstrate a varied pace of learning and their needs will be addressed through a differentiated approach which will provide meaningful challenges to further their learning. Celerity will utilize a flexible, open-ended, diverse range of options to provide advanced challenge, in-depth thinking, and abstract conceptualization in the classrooms. This diverse range of options include:

- Appropriate and flexible grouping
- Significant interaction with intellectual peers
- Consideration of the students' interest and levels of knowledge and ability
- Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- Provision for continuous progress that meets the students' needs and focuses on their areas of strength

Students demonstrating evidence of intellectual ability, with a special emphasis on minority and special education students, will be identified to participate in accelerated learning activities. These abilities may include but is not limited to the following:

- (1) Above average abstract reasoning ability
- (2) Superior vocabulary
- (3) Rapid acquisition of a second language
- (4) Advanced academic ability, i.e., two years above grade level in reading comprehension, mathematical reasoning and problem solving
- (5) Accelerated rate of learning new tasks
- (6) Honors or recognition for outstanding accomplishments

The quality of the strategies implemented will be determined through a review and analysis of student data: curriculum-based assessments, progress reports, and weekly Study Island Assessments, Math ST Progress, DataDirector Benchmark Assessments, and student portfolios.

- e. Celerity's instructional program provides all students with access to the core curriculum through a content-based and scaffolded program. In order to enhance academic achievement, the program will:

- activate and build on prior knowledge
- set the purpose for learning
- focus on acquiring vocabulary in context
- provide opportunities for direct teaching of skills and problem solving
- provide opportunities for scaffolded language and content

Some of the research-based strategies classroom teachers will use to meet the needs of all students include: rubrics, graphic organizers, pre-teach and re-teach activities during small group sessions, visual cues, repetition, modeling, student conference period, print-rich room environment, teaching through hands-on activities using realia, and tutoring (in-school and after-school). In addition, students will be taught cognitive strategies, such as the structure of language, how to establish goal-setting and procedural self-talk, how to sort relevant from irrelevant cues, and how to use mental models. The program will be individualized for students depending on where they are in the English language continuum, whether the student is a gifted student or has an IEP or whether the student is a student of poverty. These methods are well suited for students because they enable teachers to differentiate learning in a manner that will motivate students to learn through active engagement and through multiple modalities.

The cultures from which our students come from are valued assets that are respected in the classrooms and used to enhance student learning. Teachers, administrators, and support staff will communicate high expectations and through their words and actions, respect for students' culture, history, heritage and contextual cultural reality. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work. The classroom libraries will be culturally relevant and will reflect the students' specific cultures. Lessons and activities will connect content with students' prior knowledge, life experiences, contextual reality, and cultural history. The units will extend into students' life outside of school. Teachers will utilize KWL charts, graphic organizers and culturally connected instructional strategies such as mnemonics, and storytelling. The school, home and community activities will authentically bring parents and families into academic units study. Student Work and projects will be displayed at various stages of development and will evidence their understanding of content in a manner that connects to their lives, culture and cultural context. Teachers will use authentic and alternative assessment instruments and student created rubrics and criteria charts to inform instruction and celebrate successes.

Students with disabilities will be provided services according to their IEPs. Teachers will be trained in accommodations and modifications and how to provide accommodations to meet the needs of all students (students with disabilities, gifted, English Language Learners and Standard English Learners). The school Resource Teacher will provide a variety of support services such as consulting with classroom teachers, providing push-in and pull-out services, and team-teaching with general education teachers. Celerity will also implement the learning center model where both students with IEPs and general education students receive small group instruction from the Resource Teacher on an as-needed basis.

### **3. School Culture and Climate**

#### **a. Description of Culture:**

Students who attend Celerity will have an opportunity to be challenged in an environment where high expectations and academic excellence will be non-negotiable. Students will benefit from a small, safe school environment where a respect for each other and each other's differences will prevail. Students who attend Celerity will benefit from an environment where parents and teachers will work in partnership to meet student achievement goals. All processes at Celerity schools, from student expectations to teacher behavior and administrator decisions are transparent and thus lead to integrity and ethical behaviors on the part of all stake holders.

In addition to instructional methods Professional development will include Culturally Responsive Pedagogy, Observation Skills for Behavior Intervention, and Positive Behavior Support. Celerity Charter School will implement intervention strategies that would reduce student dropout and underachievement. Counseling will be an integral part of Celerity Charter School’s total educational program. It will be developmental by design and will include sequential activities organized and implemented by community partners with the support of teachers, administrators, students, and parents. In identifying students in need of intervention assistance Celerity Charter School will use the LAUSD risk factor indicators which includes:

<ul style="list-style-type: none"> <li>• Excessive Absences or tardiness</li> <li>• Frequent change of residence</li> <li>• Grade retention</li> <li>• Inability to tolerate structure</li> <li>• Low self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Poor peer relationship</li> <li>• Immature-easily influenced</li> <li>• Disruptive behavior</li> <li>• Frequent suspensions/expulsions</li> <li>• Frequent health problems</li> </ul>
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b. College and Career Readiness:

Data will be relied on heavily for decision making and to provide intervention to ensure that all students reach mastery in the core content areas. Students are held accountable for their progress as teachers conference with students to discuss their assessment scores, and develop plans of action to increase their proficiency levels. Assessments are analyzed by teachers and curriculum specialists on a weekly basis to monitor student mastery of grade-level content standards. In addition, benchmark assessment data is analyzed and used to drive instruction for the next 8 weeks until the next benchmark assessment. Assessment data is shared with parents during parent conferences ( twice a year), at monthly parent meetings (3 times a year), through mid-trimester progress reports (3 times a year) and via Powerschool, which parents have access to 7 days a week, 24 hours per day.

The report card and grading policy will comply with applicable state and federal laws. Students’ grades will based on but are not limited to the following: a. Portfolio and Performance Assessments; b. Formal and Informal Tests; c. Class Assignments, Projects, and Home Assignments; and d. Effort

Students in self-contained Kinder through 5<sup>th</sup> grade classrooms receive an achievement grade and an effort grade each trimester based on a 4 point rubric as follows:

<b>Achievement Scores</b>	<b>ELD Achievement Scores</b>	<b>Effort Scores</b>
4 = Advanced *	4 = Advanced Progress	4 = Strong
3 = Proficient *	3 = Average Progress	3 = Consistent
2 = Partially Proficient	2 = Partial Progress	2 = Inconsistent
1 = Not Proficient	1 = Limited Progress	1 = Poor

c. School Calendar/Schedule:

CNCS operates on a single track, 180-day academic schedule that exceeds the 200 minimum instructional minute requirements in kindergarten and 320 minutes for grades 1<sup>st</sup> – 5<sup>th</sup> as set forth in the Education Code for non-charter elementary school programs. In addition, students participate and attend mentoring sessions one Saturday each month. Teachers participate in 10 additional days of professional development prior to the beginning and during the school year. Summer School is held during the month of July for 4 hours per day for 20 days total. Celerity Exceeds ALL State Requirements.

	<b>State Required Instructional Time</b>	<b>Celerity’s Instructional Time Offered</b>
<b>Kinder</b>	36,000 minutes	58,950 minutes
	175 days	180 days
<b>Grades 1 – 3</b>	50,400 minutes	58,950 minutes
	175 days	180 days
<b>Grades 4 – 5</b>	54,000 minutes	58,950 minutes

	175 days	180 days
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Please see Appendix VII (Celerity Charter School Student Calendar 2010-2011 and Proposed Bell Schedule and Sample Weekly Schedule) for 2010-2011 Calendar and Daily Schedules and how innovations in the proposed calendar and daily schedule will be utilized and how they will enhance student achievement.

- d. Celerity Charter School will offer students an opportunity to participate in the school-wide dance and performance arts programs. Athletically, the school will provide an intramural sports program for students.
- e. Providing a Safe Environment: Student Discipline, Health, and Nutrition: The health and safety of the entire school community at Celerity Charter School is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Celerity Charter School will comply with all health and safety laws and regulations that apply to non-charter public schools. Celerity Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies (See Appendix VIII [Nascent Safety Plan for 2009-2010 and Celerity Wellness Policy] for a detailed description of Celerity’s health and safety policies).

**Student Discipline**

Celerity Charter School will develop, maintain, and implement a comprehensive set of student discipline policies that will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. These policies will be aligned to the District Discipline Foundation Policy and will be adapted as needed in regard to the discipline of a student with special needs as determined by provisions of the IDEIA. The school-wide discipline policy will be developed continuously with input from all stakeholders in the school community. It is the desire of the petitioners to begin every position from a positive perspective. The discipline plan will be reviewed with students and parents upon admission to Celerity Charter School. Parents will be asked to sign the Parent Student Compact. By both the parent and student signing the parent/student compact, the students and parents acknowledge their understanding of the school-wide goal of a positive discipline plan (See Appendix IX [Celerity Discipline Policy] for a detailed description of Celerity School Discipline Plan).

- f. Meeting the Health Care Needs of Chronically Ill Student  
The Celerity Charter School administrative team and organization-wide nurse will be responsible for meeting the health care needs of students with 504 plans and IEPs. Students requiring prescription medication during school hours will be accommodated by designated staff that will be responsible for placing medicine in a locked cabinet, recording times for administration of medications, and notifying parents when two weeks of medication remain.
- g. Celerity Charter School will provide nutritious meals for its students through an outside vendor. The vendor will be selected through the bidding process as described by the California Department of Education Nutrition Services Division. Additionally, the organization will update and implement its Wellness Policy in order to meet the needs of the student population. According to established use agreements, the school will use the kitchen facilities for cold storage and maintaining the appropriate temperature for hot food.

**4. Assessments and School Data**

- a. Educational Goals and Metrics:  
Results and accountability will be demanded from all stakeholders at Celerity Charter School. Data will be relied on heavily for decision making. Assessments are analyzed by administrators, parents, teachers and curriculum specialists on a weekly basis to monitor student mastery of grade-level content standards. Celerity School will use the Accountability Matrix to detail the school’s *quantifiable* achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, progress on IEP

goals for students with disabilities, and additional metrics for each of its first five years of operation. The matrix also discusses goals related to career and college readiness. The metrics will be used to monitor school-wide progress and impact corrective actions. Please see the Accountability Matrix in Appendix X.

- b. Students’ academic progress will be monitored through multiple forms of assessment. Celerity teachers will use the following assessments as benchmark assessments: teacher assignments and Study Island standards based assessments (weekly), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). In addition, standards based benchmark assessments (DataDirector) are implemented every two months.

Curricular Focus	Rationale	Assessments/Frequency	Provider/Grade Levels
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>● To assess student understanding through independent practice</li> <li>● Students demonstrate integrated learning through hands-on projects/exhibits/performance tasks.</li> <li>● Students demonstrate mastery of content taught through the ELA curriculum</li>   <li>● Students demonstrate mastery of ELA reading and writing standards</li> <li>● Students demonstrate mastery of ELA speaking standards</li> <li>● Students demonstrate level of proficiency in ELA content standards</li>   <li>● Summative assessment used to determine proficiency in grade-level content standards. State required.</li> <li>● Students demonstrate overall proficiency of grade-level ELA content standards</li> <li>● Students conference with teachers regarding writing projects being taken through the writing process and discuss progress through the ELA curriculum.</li> <li>● Students demonstrate mastery of ELA content standards</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher assignments (Weekly)</li>   <li>● Performance Assessments/Exhibits/Projects (Once per trimester)</li>   <li>● Curriculum Based Assessments (Story tests and Unit Tests according to Pacing Plan)</li> <li>● Writing portfolio (Bimonthly)</li>   <li>● Presentations (Once per trimester)</li> <li>● Electronic Standards Based Assessments (DataDirector) ( 3 times per year)</li> <li>● State standardized testing (CST, CAPA, Writing Prompt) (Annual)</li>   <li>● Progress report (Three times per year)</li>   <li>● Individual student conferences (4 times per year)</li>   <li>● Study Island (weekly)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Created(K-5)</li>   <li>● Grade-level team/Teacher Created (K-5)</li>   <li>● Houghton Mifflin(K-5)</li>   <li>● Teacher Created(K-5)</li>   <li>● Teacher Created(K-5)</li> <li>● Riverside Publishing(K-5)</li>   <li>● State standardized testing (2-5)</li>   <li>● Celerity Created (K-5)</li>   <li>● Grade-level team/Teacher Created (K-5)</li>   <li>● Study Island (K-5)</li> </ul>
<b>English Language Development</b>	<ul style="list-style-type: none"> <li>● To determine individual proficiency levels of English Language Learners for the purposes of planning instruction.</li> <li>● Students demonstrate integrated learning through hands-on projects/exhibits/performance tasks.</li> <li>● Students demonstrate mastery of ELD Standards</li>   <li>● Students demonstrate mastery of ELD listening and speaking standards</li>   <li>● Students demonstrate overall proficiency of grade-level ELD content standards</li> </ul>	<ul style="list-style-type: none"> <li>● State standardized testing (CELDT, SABE) (Annual)</li>   <li>● Performance Assessments (Once per trimester)</li>   <li>● ELD Portfolios (4 times per year)</li>   <li>● Individual student conferences (4 times per year)</li>   <li>● Progress report (Three times per year)</li> </ul>	<ul style="list-style-type: none"> <li>● State standardized Testing (K-5)</li>   <li>● Grade-level team/Teacher Created (K-5)</li>   <li>● Grade-level team/Teacher Created (K-5)</li> <li>● Grade-level team/Teacher Created (K-5)</li>   <li>● Celerity Created (K-5)</li> </ul>

<p><b>Math</b></p>	<ul style="list-style-type: none"> <li>● To assess student understanding through independent practice</li> <li>● Students demonstrate integrated learning through hands-on projects/exhibits/performance tasks.</li> <li>● Students demonstrate mastery of content taught through the Math curriculum</li> <li>● Students demonstrate mastery of Math standards</li> <li>● Students demonstrate overall proficiency of grade-level Math content standards</li> <li>● Students demonstrate level of proficiency in Math content standards</li> <li>● Students conference with teachers and discuss assessments and progress through the Math curriculum.</li> <li>● Summative assessment used to determine proficiency in grade-level content standards. State required.</li> <li>● Students demonstrate mastery of Math content standards</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher assignments (Weekly)</li> <li>● Performance Assessments/Exhibits/Projects (Once per trimester)</li> <li>● Curriculum Based Assessments (Chapter Tests and Quizzes according to Pacing Plan)</li> <li>● Student portfolio (Bimonthly)</li> <li>● Progress report (Three times per year)</li> <li>● Electronic Standards Based Assessments (DataDirector) ( 3 times per year)</li> <li>● Individual student conferences (4 times per year)</li> <li>● State standardized testing (CST, CAPA) (Annual)</li> <li>● Study Island (weekly)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Created(K-5)</li> <li>● Grade-level team/Teacher Created (K-5)</li> <li>● Saxon Math(K-5)</li> <li>● Teacher Created(K-5)</li> <li>● Celerity Created (K-5)</li> <li>● Riverside Publishing (K-5)</li> <li>● Grade-level team/Teacher Created (K-5)</li> <li>● State standardized Testing (2-5)</li> <li>● Study Island (K-5)</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>● To assess student understanding through independent practice</li> <li>● Students demonstrate integrated learning through hands-on projects/exhibits/performance tasks.</li> <li>● Students demonstrate mastery of content taught through the Math curriculum</li> <li>● Students demonstrate mastery of Social Studies standards</li> <li>● Students demonstrate overall proficiency of grade-level Math content standards</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher assignments (Weekly)</li> <li>● Performance Assessments/Exhibits/Projects (Once per trimester)</li> <li>● Curriculum Based Assessments (Chapter Tests and Quizzes according to Pacing Plan)</li> <li>● Student portfolio (bimonthly)</li> <li>● Progress report (3 times per year)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Created(K-5)</li> <li>● Grade-level team/Teacher Created (K-5)</li> <li>● Houghton Mifflin(K-5)</li> <li>● Teacher Created(K-5)</li> <li>● Celerity Created (K-5)</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>● To assess student understanding through independent practice</li> <li>● Students demonstrate integrated learning through hands-on projects/exhibits/performance tasks.</li> <li>● Students demonstrate mastery of content taught through the Science curriculum</li> <li>● Students demonstrate mastery of Science standards</li> <li>● Students demonstrate overall proficiency of grade-level Science content standards</li> <li>● Students demonstrate level of proficiency in Science content standards</li> <li>● Students conference with teachers and discuss assessments and progress through the Science curriculum.</li> <li>● Summative assessment used to determine proficiency in grade-level content standards. State required.</li> <li>● Students demonstrate mastery of Science content standards</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher assignments (Weekly)</li> <li>● Performance Assessments/Exhibits/Projects (Once per trimester)</li> <li>● Curriculum Based Assessments (Chapter Tests and Quizzes according to Pacing Plan)</li> <li>● Student portfolio (bimonthly)</li> <li>● Progress report (3 times per year)</li> <li>● Electronic Standards Based Assessments (DataDirector) ( 3 times per year)</li> <li>● Individual student conferences (4 times per year)</li> <li>● State standardized testing (CST, CAPA) (Annual)</li> <li>● Study Island (weekly)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Created(K-5)</li> <li>● Grade-level team/Teacher Created (K-5)</li> <li>● Delta Education (K-5)</li> <li>● Teacher Created(K-5)</li> <li>● Celerity Created (K-5)</li> <li>● Riverside Publishing (5)</li> <li>● Grade-level team/Teacher Created (5)</li> <li>● State standardized Testing (5)</li> <li>● Study Island (5)</li> </ul>
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- c. The curriculum specialists also support the implementation of Celerity’s instructional program. Primary responsibility is to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists are in the teachers’ classrooms daily, conducting observations, performing model demo lessons, and team teaching, in order to monitor the instructional methods being used by teachers. The Curriculum Specialists also provide professional development during weekly staff meetings and during pupil-free development days. The Curriculum specialists also meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. During the weekly meetings teachers also share successful strategies and support each other.

Through these daily interactions with teachers and through grade-level team meetings, the Curriculum Specialists gather data which informs and drives teacher professional development. The School Principal and Curriculum Specialists meet weekly to review and analyze assessment data and classroom observations. The Principal and Curriculum Specialist then strategize and plan for professional development and grade level team meetings based on this data.

- d. Data Systems:

Collaboration with LAUSD will ensure compliance with the District’s Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services. Celerity will use the 18 Modified Consent Decree indicators to measure progress of students with disabilities.

- e. LAUSD School Report Card:

Celerity Charter School will increase accountability and meet NCLB requirements by providing information for parents that will track API, whether the school met AYP or not, Program Improvement Status, Student Outcomes, Academic Progress, Instruction, School Leadership and School Culture, Student and Parent

Connection, provide a school demographic overview and disaggregate proficiency levels on State Test Scores by Groups by using the LAUSD School Report Card.

f. Research and Evaluation:

Celerity Charter School is an independent start-up charter school developed by the Celerity Educational Group, a non-profit organization. Celerity Educational Group has the primary goal of working with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and college-preparedness for all students. Celerity Charter School stands ready to share data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement. The school agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance.

g. Operational Goals and Metrics:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Teacher Retention</b>	81%	88%	94%	94%	94%
<b>Parent Volunteer Hours</b>	4,000 hrs	4,500 hrs	5,000 hrs	5,500 hrs	6,000 hrs
<b>Student Attendance Rate</b>	95.0%	95.5%	96%	96.5%	97.0%
<b>Fiscal Solvency</b>	Yes 5% reserve	Yes 5% reserve	Yes 6% reserve	Yes 7% reserve	Yes 7% reserve
<b>Funding Partnerships</b>	1	1	2	2	3
<b>Student Computer Ratio</b>	10:1	7:1	6:1	5:1	1:1
<b>18 MCD Indicators</b>	100%	100%	100%	100%	100%
<b>NCLB Compliant Staff</b>	100%	100%	100%	100%	100%
<b>NCLB Reporting</b>	100%	100%	100%	100%	100%

## 5. Professional Development Program

- a. Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. Celerity Charter School will be a professional learning community and we will infuse the Principles of Learning (Organizing for Effort) into our school-wide professional development plan in order to help the teachers analyze the quality of instruction and opportunities for learning that they offer to students. The selection of professional development will be based on school-wide priorities through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, portfolios, self-evaluations, videotaped lessons, administrator observations, and peer observations. Based on this data, plans will be developed to address needs for individual teachers, grade levels, content area specialists, and for school-wide staff development initiatives.

Professional development will include time for teacher collaboration and curriculum development. Teachers will observe and share expertise with each other. All teachers will be trained in the State Standards for the Teaching Profession, Reader’s Workshop and Writer’s Workshop, Culturally Responsive Pedagogy, Project Based Learning, Thematic Teaching, Observation Skills for Behavior Intervention, and English Language Development, in addition to the Principles of Learning. Teachers will also review and analyze assessment data to guide instruction and improve teaching and learning. Teachers will work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Teachers are given opportunities to develop leadership skills as they work as grade-level teams in increase student achievement of all students in the grade level. Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice.



- b. All teachers at Celerity will be trained in “non-lecture Socratic group discovery” process of instructional delivery. We will train teachers to become facilitators of instruction and not the "sage on the stage," involving students fully in the learning process. The preparation of teachers and support for their continuing professional development will be critical to the successful implementation of our academic program. At the beginning of every academic year there will be a five day, 7 hours per day, paid faculty training aimed at developing standards-based curricula guidelines and lesson plans. PD focuses on improving instruction and student achievement. We train teachers on culturally responsive standards-based teaching, the Principles of Learning, and Project-based learning. In addition, our professional development focuses on data, standards, and how to use both to drive instruction. Our teachers also undergo training on Bloom’s Taxonomy, ELD and SDAIE strategies, and differentiation of instruction to meet the needs of our diverse learners. We believe that this is an on-going improvement process and we will continue to train and develop our staff.
- c. Throughout the school year, there will be five follow up sessions, one during the second month of school and one more every two months to coincide with benchmark assessment and data analysis and aligned with the school calendar. During pupil-free professional development days, teachers analyzed the DataDirector results to identify re-teach standards and revised lesson plans to incorporate these standards. DataDirector results were shared with parents and students through meetings, conferences, and data walls. All stakeholder groups used DataDirector results to celebrate progress and identify areas for growth.

Additionally, teachers will meet every Wednesday, after school, to do common planning, analyze student work and receive targeted professional development that is identified as needed between the full day professional development days. For example, professional development is provided for Celerity teachers on ELD standards, the ELD portfolios, and reclassification criteria. This process of inquiry and data analysis to guide instruction will happen four (4) times a year: prior to the start of each school year, and at the end of each trimester. The data collected will then be used to plan professional development for the upcoming trimester. Please see APPENDIX XI (Celerity PD Calendar for 2010-2011) for PD Calendar.

- d. The use of data, such as Study Island assessments, Curriculum-based assessments, ST Math data, CELDTscores, progress reports, and DataDirector will be used to monitor student achievement and evaluate the Professional Development program’s level of success based on demonstrated increase in student achievement. The School Principal and Curriculum Specialist meet weekly to review and analyze assessment data and classroom observations. The Principal and Curriculum Specialist then strategize, plan for, and modify professional development and grade level team meetings based on this data.

## **6. Professional Culture**

- a. Professional Culture:  
Faculty and staff will have the opportunity to participate in the Site Advisory Council to have input in curriculum selection, school wide discipline policy, budget input, school culture, etc. Celerity Charter Schools consistently recruit its leadership staff from within. At every school there are multiple opportunities for advancement into Curriculum Specialist positions, Assistant Principal, Principal, Lead Teacher, Mentor Teacher, Office Manager, and Central Office Staff positions. Celerity has leadership development meetings every Tuesday night. Teachers and staff express interest in leadership and the school principal makes the process transparent.
- b. Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. The Principal will set goals with and enforce the Celerity’s teacher expectations and complete evaluations.

Curriculum Specialists - The Principal will set goals with and enforce the Curriculum Specialists' expectations and complete evaluations based on the following criteria:

- Evaluation of Professional Development implementation
- Evaluation of level of support provided to classroom teacher
- Achieving of educational goals
- High parental and community involvement
- Completion of required duties
- Professional growth
- Developmentally appropriate teaching practices
- Subject matter competency
- Interpretation and use of assessment

The school administrators, using both formal and informal observations, will observe all curriculum specialists on an ongoing basis. Informal observations can occur during any instructional time and/or during professional development and will include a post-observation communication. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the school administrators from conducting other observations of an informal or unannounced nature.

Teachers - The Principal will observe teachers at least three times a year and evaluate them on these six categories and their underlying Teacher Performance Expectations (TPE):

*Subject Matter Comprehensible to Students*

*Assessing Student Learning*

*Engagement and Supporting Students in Learning*

*Planning Instruction and Designing Learning Experiences for Students*

*Creating and Maintaining Effective Environments for Student Learning*

*Developing as a Professional Educator*

The school administrators, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation communication. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the school administrators from conducting other observations of an informal or unannounced nature.

Other Staff - All staff other than Central Office Staff, and Chief Executive Officer report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals. The school administrators will observe the classified employee performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication. Results of formal and informal observations and recommendations will be placed in the classified employee's personnel file.

Individuals who are having challenges in helping students achieve will be supported through counseling, targeted assistance based on the needs of the individual, assignment of a mentor to assist with challenge

areas, and through weekly meetings with the site administrator. Employees will be notified of the identified challenges and will be counseled and mentored until increased student achievement is demonstrated.

- c. The school administrators will administer surveys three times a year, and use the data to reflect on and improve their practice. All teachers will complete a technology survey that guides technology integration and professional development. Parent and teacher surveys are used to examine their needs and satisfaction with the school, and to improve instructional practice. The surveys will be distributed and collected electronically through SurveyMonkey and on paper through parent meetings and school newsletters. Paper surveys will be collected through a secure drop-off box to ensure confidentiality. The school Principal also will measure the level of parent satisfaction with school staff through informal surveys and meetings. The feedback collected will be used to modify and strengthen the instructional program to increase student achievement.

## **7. Serving Specialized Populations**

- a. To meet the needs of all enrolled students, Celerity teachers incorporate culturally responsive teaching and learning to tap into students' prior knowledge and interests. In addition, teachers practice clear expectations, incorporate a variety of strategies and techniques to check for understanding, and deliver instruction in a variety of modalities to tailor learning for different learning styles. Teachers use data and assessments, formal and informal, to target student needs. Course scope and sequence and daily schedules are adjusted to create flexible groupings and to guide instruction. Teachers have also been trained in and incorporate Bloom's Taxonomy into classroom instruction.
  - i. Celerity shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. Celerity will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. Celerity will maintain responsibility for monitoring progress towards IEP goals for the students with special needs. Celerity will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Celerity will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The Student Success Team is a total school commitment to providing assistance in the general education classroom to students with special needs. It begins with a meeting involving the school Principal, teachers, parents and other school resources, which are responsible for working with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The Student Success Team is not a special education function. It is not subject to the special education timelines or legal requirements. Celerity will refer a student for a special

education assessment when the team identifies that the modifications or assistance provided in the general classroom is not sufficient in meeting the student's needs. Celerity may choose to refer a student for services through the provisions of a Section 504 Plan if it appears appropriate.

The Student Success Team assists students by providing modifications and alternatives to meet the student's needs. The Student Success Team functions stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students with special needs in the least restrictive environment.

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may refer their child for assessment for special education services. Celerity will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Celerity shall conduct and individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Celerity will make decisions regarding eligibility, goals, programs, placement, and exit from the special education through the IEP process according to federal, state and District timelines.

- ii. Celerity will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.). For students transferring to Celerity Charter School from other school districts, IEP team meetings will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of the Charter School, including but not limited to placement at a District school or at a non-public or private school, will be considered.

Celerity will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Celerity's general program of instruction for students with disabilities shall be responsible to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

- iii. Extended School Year will be provided for all students with IEP's who are eligible to participate in the ESY program. The program will run for four weeks (20 days) and will run concurrently with the Summer School Intervention Program in July. Program start time will be 8:10 am and will end at 12:30 pm. During ESY, Celerity will continue to provide the related services required by the IEPs of the students enrolled in ESY. Please see Appendix VII (Celerity Charter School Student Calendar 2010-2011) for Summer School Calendar.

- iv. The English Language Development Program is a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. Celerity uses Specially Designed Academic Instruction in English (SDAIE) and English language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program. In order to enhance academic achievement, the program:

1. activates and builds on prior knowledge
2. sets the purpose for learning
3. focuses on acquiring vocabulary in context
4. provides opportunities for direct teaching of skills and problem solving
5. provides opportunities for scaffolded language and content

New EL students are identified according to their home language and their scores on the California English Language Development Test (CELDT) to determine their individual proficiency level for purposes of planning their instruction. Identified EL students are monitored by teacher observations, the annual CELDT test, and their academic progress.

Classroom teachers use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program is individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, where students process content and information.

To assist students who do not progress through the ELD Levels, Celerity teachers infuse culturally relevant pedagogy into the classrooms. In addition, grade-level collaborative units and projects contain differentiated lessons for ELLs. Classroom instruction incorporates the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios are used to monitor and document language acquisition for each ELL. ELL student progress toward the ELD standards is examined 4 times a year through ELA assessments (such as the Houghton- Mifflin curriculum based assessments, DataDirector Benchmark Assessments, and Study Island Assessments) and ELD Portfolios. ELLs also have opportunities to receive additional instructional support during Celerity's after-school tutoring and summer school intervention programs.

- b. Students at risk of failing to meet state adopted standards or who are at risk of retention will receive extra help involving some combination of differentiated instruction, and supplemental education classes. Emphasis will be on methods that allow low achieving and at-risk students gain new knowledge, learn new strategies for acquiring information and solving problems, and enhance their perspective on the value and excitement of learning. These strategies will help bring these students up to grade level. Faculty, staff and administrators will work together to ensure that no individual student falls behind. By instituting a comprehensive support system for all students-including small classes, tutoring before and after school, this will insure that our low achieving students do not fall through the cracks.

Students from low socio-economic backgrounds thrive and learn in a nurturing, caring, and collaborative environment. Low SES students are taught cognitive strategies, such as the structure of language, how to establish goal-setting and procedural self-talk, how to sort relevant from irrelevant cues, and how to use

mental models. Immediate intervention for struggling students is also provided through one-on-one support, in-school and after-school tutoring, and small group instruction.

Celerity also supports the economic needs of students from low socio-economic backgrounds through the following ways: canned goods drives, sponsoring community events such as Feed333 where families receive a week's worth of food and toiletries for a family of four, providing school uniforms for parents who cannot afford to purchase school uniforms, providing bus tokens for parents who do not have transportation and are financially unable to purchase tokens, arranging for families to carpool to ensure that students come to school on-time daily, and donating groceries to families who do not have food to eat.

Celerity Charter School will implement intervention strategies that reduce student dropout and underachievement. Students identified for intervention may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST is a total school commitment to providing assistance in the general education classroom to students who need intervention and support. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that enable the student to participate more effectively in the regular classroom. The SST functions stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students who need intervention and support. The counseling program is an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services (e.g. self image and eating issues, negative peer relationships, grief from loss of a family member, desire to harm self, or consistent disruptive behavior) may be referred for counseling by a parent, teacher, or administrator.

## **8. Family and Community Engagement Strategy**

### **a. Identification:**

The community that our team proposes to serve is a community that is much in need to partner with an organization that has a track record for success. A key asset of this community is parent involvement and commitment in their children's education, as is evidenced by the number of families who have committed to partnering with Celerity to support their students' academic success. However, students in this community have been grossly underserved and continuously overlooked for years, as is evidenced by the API and AYP of feeder schools in the area, providing the rationale for our team to serve this community in which we have a five solid year track record of increasing enrollment and improved test scores. Thus, Celerity plans to provide a small learning community atmosphere of furnish a rigorous curriculum that is enhanced with technology and the arts, and promote a parent education component focused on instructional best practices, all designed to meet the needs of the Central Region #16 Elementary School community. Further, administration and staff will incorporate resources from community-based organizations and cultural institutions such as Pilgrim Missionary Baptist Church and Concerned Citizens of South Los Angeles. In so doing, Celerity will open up the school community, moving beyond our walls.

### **b. Family and Community Engagement:**

Family and Community Engagement: To successfully involve the community from an instructional perspective, Celerity Charter School will incorporate a variety of activities and programs, such as, parent education classes conducted by the Curriculum Specialists and lead teachers with content focused on recognizing instructional best practices; parents will be organized within the PTO, Site Council and the various mandated committees to make recommendations to the school leadership in the areas of budget planning, school culture, instructional materials and resources, school wide discipline, etc. in order to increase parental involvement. To successfully involve the community from an operational viewpoint,

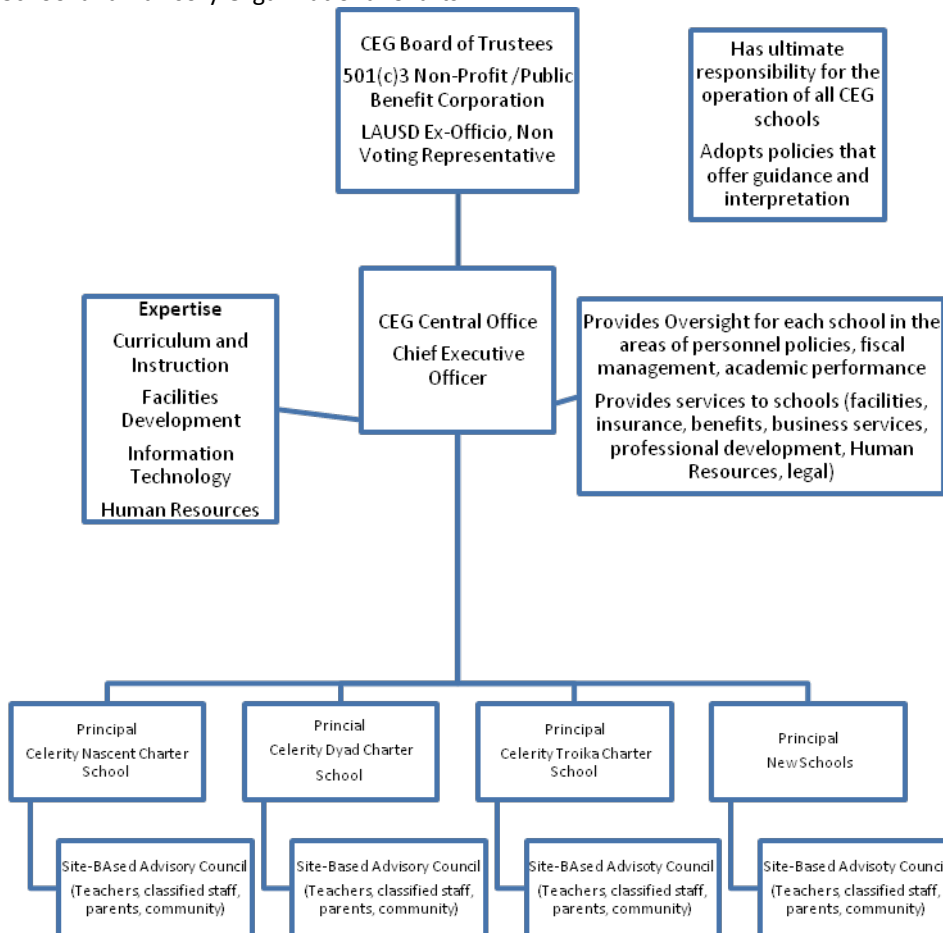
Celerity will involve parents in classroom visitations, parent surveys on perceptions of how well the school is doing and the hiring process. Finally, teachers and the school counselor will help families to locate resources in the community that can support their students' academic success.

c. Key Community Partnerships:

Community members will be included in the ongoing success of the proposed school through invitations to join and collaborate in both classroom projects and to serve as mentors in the school and classroom. Key community partners will help further the mission and vision of the school by sharing with students how the skill and knowledge they are learning in their classrooms will be relevant as they enter into the community as employees and citizens. The Principal and Leadership Team will be collaboratively responsible for cultivating and managing community partnerships. Celerity has received signed statements of hundred of meaningfully interested families in the community who are meaningfully interested in attending the school. For privacy reasons, this list, which includes names of students, home addresses, telephone numbers will be submitted with the charter petition for verification by LAUSD, but will not be part of this public application process.

**9. School Governance**

a. School and Advisory Organizational Charts:



Celerity Charter School will have an on-site governance board, the Site-based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members. The Site Advisory Council is a self selecting Body. Meetings take place once a month at each school site.

During the September General Parent Meeting, parents, community members and staff self nominate to be Council Members. The General Assembly ratifies by consensus the self selected members. Starting in October, the Site-Based Advisory Council meets monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal and Chief Executive Officer on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Celerity Charter School. Meetings occur monthly from October to August each school year.

## 10. School Leadership & Staffing Plans

a. Leadership Team Capacity:

Celerity Educational Group has extensive experience in establishing high performing charter schools in Los Angeles. Our team is comprised of educators who possess vast experience working within the Los Angeles Unified School District as administrators and as charter operators within the underserved communities of Los Angeles. We have demonstrated experience in all aspects of operating public schools, from budget development, to curriculum development and design, to facilities development to program compliance. The team submitting this application is composed by Vielka McFarlane – Chief Executive Officer, Raquel Nieto-Tyler – Administrative Assistant to the CEO, Grace Canada – Lead Principal of Celerity Schools. Please see resumes of Leadership Team in Appendix XII.

- b. Staffing Model: Celerity School staffing model provides for a ratio of 10:1 in kindergarten through 3<sup>rd</sup> grade and 25:1 in 4<sup>th</sup> through grade 8. Beginning in year one through year five, the school will have a Principal, Assistant Principal, Resource Specialist Teacher for every 28 students with Specific Learning Disability, one yard supervisor for every 25 students on the playground, a school Psychologist, a School Counselor, a Speech and Language Therapist, an Office Manager, an Office Assistant, a School Nurse, three Enrichment Teachers, an After School Coordinator, one Afterschool Tutor for every 20 students, one Custodian for every 325 students, 1 Classroom Assistant for every mild to moderate SDC classroom.

c. Compensation:

Position	Salary Range	Benefits	Health Benefits
<b>Principal</b>	77,259 – 104,187	17.2%	7.8%
<b>Assistant Principal</b>	71,461 – 89,007	17.2%	7.8%
<b>Teacher</b>	45,637 – 72,592	17.2%	7.8%
<b>Curriculum Specialist</b>	46,719 – 73,900	17.2%	7.8%
<b>Office Manager</b>	35,000 – 50,000	17.2%	7.8%
<b>School Psychologist</b>	61,250 – 90,084	17.2%	7.8%
<b>School Counselor</b>	55,174 – 68,473	17.2%	7.8%
<b>Speech and Language Pathologist</b>	61,433 – 76,506	17.2%	7.8%
<b>Office Assistant</b>	15 p/hr – 18 p/hr	17.2%	7.8%
<b>Teacher Assistant</b>	11.50 p/hr – 13 p/hr	17.2%	
<b>After School Site Coordinator</b>	29,000 – 35,000	17.2%	7.8%
<b>After School Tutor</b>	11.50 p/hr – 13 p/hr	17.2%	
<b>Yard Supervisor (part time)</b>	9 p/hr – 10 p/hr	17.2%	
<b>Yard Supervisor (full time)</b>	9 p/hr – 11 p/hr	17.2%	7.8%
<b>Cafeteria Worker (part time)</b>	9 p/hr – 10 p/hr	17.2%	
<b>Cafeteria Worker (full time)</b>	9 p/hr – 11 p/hr	17.2%	7.8%
<b>Custodian (part time)</b>	9 p/hr – 10 p/hr	17.2%	
<b>Custodian (full time)</b>	9 p/hr – 11 p/hr	17.2%	7.8%



Please see Appendix XIII for Job Descriptions.

- d. School Leadership: The Principal will be selected based on proven experience in educational leadership, educational vision for and experience and success with at-risk children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. All applicants must commit to the mission and vision of the school. The Principal will be responsible for establishing a positive school culture and high levels of student achievement. The Principal's duties will include: 1) facilitating curriculum development, 2) teacher selection, supervision and evaluation, 3) facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home, 4) monitoring and supporting professional development for all staff, 5) the implementation of student support programs, 6) classroom visits of each class, 7) managing school discipline, and 8) supervision of the Office Manager and other support staff as assigned. Please see complete job description in Appendix XIII.
- e. Leadership Team beyond the Principal:  
Other key school positions include: 1. Assistant Principal; 2. After School Coordinator; 3. Office Manager; 3. Curriculum Specialists; 4. Resource Specialist Teacher. Please see the timeline for staff recruitment and job descriptions included in the Operations Start-up Plan in the Appendix XIV.
- f. Recruitment of Teaching Staff: Please see the timeline for recruiting, hiring and developing the teaching staff included in the Operations Start-up Plan in the Appendix XIV. Teacher hiring timeline aligns with the curriculum development and professional development timelines. Celerity Charter School will select a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Each core subject teacher will meet the applicable provisions of No Child Left Behind by holding an appropriate teaching credential provided by State Commission on Teacher Credentialing for his/her teaching assignment, or be enrolled in an approved alternative certification program. Teachers of non-core classes will have qualifications consistent with the requirements of state legislation. Teachers selected to insure that the needs of English language learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English. All staff will receive training in culturally relevant and responsive pedagogy prior to the start of the school and continuously through their employment at Celerity. Please see our Professional Development Plan in section 5 of this application. Celerity schools place high value on track records of success and therefore we welcome and encourage experienced staff from relieved schools. Celerity will work with the appropriate offices in LAUSD to secure permission to set up recruitment fairs at the relieved schools. Celerity will strive to recruit an appropriate mixture of experienced and new staff. If our recruitment efforts do not yield enough experienced staff members applying, via our general recruitment campaign and targeted recruitment at the relieved schools, we will transfer enough experienced staff from our other schools in order to achieve the appropriate mixture. Please see job descriptions for teaching staff in the Appendix XIII.

#### **11. Operations (This section may be updated by the Workforce Stability Taskforce)**

- a. Not applicable.
- b. Celerity will enter into a facilities use agreement based on agreed-upon performance standards that include, but are not limited to, cost of service, quality of service, responsiveness and timeliness. We pledge to work with LAUSD to negotiate a Facilities Use Agreement that considers all available options in implementing an operations plan and hiring vendors in order to meet agreed upon operating requirements. Celerity is committed to engaging the district for Required Services and working with the district at further defining the viability of using district provided services in the Foundational and Optional categories as listed in the Operations Services and Standards Menu. If the district cannot meet the

desired performance standards, and a timely discussion does not resolve the issues to the satisfaction of all parties involved, then external providers will be invited to submit proposals for the desired services. This process will ensure that the district has an opportunity to provide services based on performance standards that meet the needs of the school, and that a comparative analysis is conducted so that ultimately all services delivered benefit students by being efficient and of high quality.

c. Master Service Agreements:

Celerity agrees to enter into a discussion with LAUSD on the viability of master service agreements.

d. School Operations Experience:

The leadership team at Celerity Schools currently operates Celerity Nascent Charter School, Celerity Dyad Charter School and Celerity Troika Charter schools serving 1,300 students in grades kindergarten through 8<sup>th</sup>. Over the last five years, we have developed schools that are fiscally solvent, are NCLB compliant and outperform all of their resident schools that serve the academic needs of the communities we serve. We have the necessary experience to successfully execute the opening and operation of a new school. All of our schools have been independent start up charter schools that are supported by a central office responsible for all aspects of school management. Celerity Schools' home office will continue to coordinate and provide the following services:

Payroll and Accounting:

Charter School Management Corporation Inc. performs all the functions of payroll and accounting under the oversight of the Chief Executive Officer of Celerity Educational Group, Vielka McFarlane. Below is a brief description of the key personnel that handles our account:

Sandro Lanni is the founder and president of CSMCI. His education includes a Bachelor of Science, and an MBA in Finance. His professional experience includes purchasing, accounting, and management experience at various manufacturing and services firms. Prior to co-founding CSMC in 1999 – he was the general manager of a \$22,000,000 per year subsidiary of a NASDAQ company. His duties involved profit-and-loss responsibility, as well as SEC reporting compliance.

Miles Denniston Prior to joining CSMC, he worked with the Charter Schools Development Center, the nation's oldest charter school support organization, for seven years. He holds an MBA from Harvard Business School and a BA from Pomona College.

Dorian Bell – Certified Public Accountant has 10 years of both public and private non-profit accounting experience. Prior to joining Charter School Management Corporation, Dorian operated as the Controller at Green Dot Educational Project. Dorian held the position of Controller at the Weingart Center Association, Inc., a 616 bed homeless shelter on Skid Row in Downtown Los Angeles from 2000 to 2004. From 1996 to 2000 Dorian worked in the Business Assurance Unit of PricewaterhouseCoopers LLP in Los Angeles. In this capacity Dorian oversaw audits involving such organizations as the Los Angeles Metropolitan Transit Authority, World Vision, Heal the Bay, Dimensional Fund Advisors, and the Los Angeles County Employees' Retirement Association. Dorian received his B.S.B.A. with a concentration in Accounting from Georgetown University in 1996.

Lorrina Thorp has a background in Audit Resolution and Compliance as both a former bank manager with Temecula Valley Bank, as well as an FDIC compliance liaison. She has been with CSMC for 3 years and supervises client banking, reconciliation and income transactions, as well as audit management and payroll. She manages a staff of 3 support personnel

Security: Security is coordinated through our Central Offices. Each school site principal is responsible for supervising their employees.

Food Service: This function is accomplished through a combination of in-house employees serving and accounting for meals served; and outsourcing the preparation and delivery of the hot meals twice per day at

each school site. The meal preparation and delivery is subject to an annual competitive bidding process. For the 2009-2010 school year Royal Dining Catering, Inc. is the approved vendor. In-house employees fall under the coordination of the local school principal while the coordination of services with the food vendor is coordinated by Miguel Portillo, Business Manager. Miguel has seven years experience in the management of charter schools. Prior to joining Celerity in August of 2005 as the Business Manager he worked as the Business Manager of California Charter Academy for three years. See Appendix XIII for Job Description.

Maintenance: Each school site's day to day supervision of the Plant Manager is the responsibility of the school principal. Major repairs and physical upgrades are outsourced and coordinated by the Business Manager.

Transportation: We currently outsource our transportation needs. Agreements are negotiated and coordinated by the Business Manager.

Technology: Technology is accomplished via a combination of in-house and competitive bidding under the watchful eye of the Federal Schools and Library Programs. The Schools and Library Programs set guidelines, monitors and requires competitive bidding for everything from internal connections to maintenance, to networking, etc. Grace Canada, Lead Principal is in charge of Technology coordination for all schools. Grace holds a Masters Degree in School Administration from Pepperdine University and a Masters from Chapman University in Education and Curriculum Instruction. Grace has been an Assistant Principal at LAUSD and Principal of Celerity Nascent Charter School since it opened in 2005.

Compliance: The Chief Executive Officer, Vielka McFarlane is the Compliance officer. She oversees Special Education Compliance, STRS reporting, Audit compliance, compliance with State and Labor Laws, compliance with the policies and procedures of the chartering district. Vielka holds a BA in Applied Economics from California State University, Los Angeles; a Masters in School Administration from National University and has completed all coursework for the Doctorate in Organizational Leadership at Pepperdine University. She has over 18 years experience in public education. She has been a classroom teacher, school principal and district level administration for LAUSD. In 2004 she founded Celerity Educational Group and since then she has successfully opened and operated Celerity Nascent Charter School, Celerity Dyad Charter School and Celerity Troika Charter School.

Human Resources: Central Offices coordinates the interviewing, hiring, processing and credential monitoring of staff in addition to benefits administration. Celerity currently outsources the credentialing and background checks to LAUSD. The person responsible for overseeing the Human Resources Department is Grace Canada.

e. Operations Start-up Plan: Please see Appendix XIV for Operations Start-up Plan.

f. Operations Plan:

Celerity Education Group will work with the appropriate LAUSD divisions and programs to come to an agreement on the specifics of services to be provided based upon the menu of services. Celerity Educational Group currently partners with external providers for the following services: Information Technology, Food Services, Procurement Services, and Human Resources. Please see Appendix XVII (Celerity Services Menu).

## **12. Finances**

a. Not applicable.

b. Budget Narrative:

Please see Appendix XV for budget that addresses key assumptions and principles used to develop our financial model, ensuring alignment with the mission, vision, and overall strategic development of the school. Celerity Educational Group is in charge of all major grant writing and fundraising for the schools. Celerity School will focus solely on meeting the educational goals of the students it enrolls.

c. Financial Controls:

Each Celerity Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30<sup>th</sup> each year and modified, as necessary.

Financial statements displaying budget vs. actual results are prepared by the Charter School Management Corporation Inc., reviewed by the Chief Executive Officer and presented to the Board of Trustees at each regularly scheduled board meeting. *Charter School Management Inc.* maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

A. Annually:

1. Financial statements for audit
2. Annual budget

B. Monthly:

1. Trial balance;
2. Internally generated budget vs. actual financial statements
3. Billing invoices to funding sources
4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request requested by LAUSD:
  - a. Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances.
  - b. Financial statements audited by a Certified Public Accountant will be submitted within four months following the close of the fiscal year.

Please see Fiscal Policies Handbook in Appendix XVI.

## 13. Facilities

- a. Celerity will enter into a Facilities Use Agreement with LAUSD.