

CELERITY ROLAS CHARTER SCHOOL

New Charter Petition

Submitted to the
Board of Education
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
25th Floor
Los Angeles, CA 90017

Request for a Five-Year Term
July 2016-June 2021

Submitted by Celerity Educational Group

September 16, 2015

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Assurances and Affirmations

Celerity Rolas Charter School (also referred to herein as “CRCS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter

element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the language contained in this charter is to be deemed complete and shall control.



Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires the District to implement an integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to provide the District with certain data necessary to populate MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Grace Canada, CEO.
• The contact address for Charter School is:	2069 W. Slauson Ave. Los Angeles, CA 90047
• The contact phone number for Charter School is:	310-922-4262
• The proposed address or target community of Charter School is:	Northeast Los Angeles
• This location is in LAUSD Board District:	5
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	Kindergarten through 8 th grade
• The number of students in the first year will be:	390
• The grade level(s) of the students in the first year will be:	Kindergarten through 8 th grade
• Charter School's scheduled first day of instruction in 2015-2016 is:	August 16, 2016
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	590 students
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	175 days traditional calendar
• The bell schedule for Charter School will be:	8:10 AM to 2:45 PM
• The term of this Charter shall be from:	July 1, 2016 to June 30, 2021

Community Need for Charter School

The mission of Celerity Rolas 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. In accordance with our mission, we will enroll at-risk students from communities in need. The community surrounding the approximate proposed location of Celerity Rolas is growing rapidly and is highly impacted. According to the U.S. Census in 2010 the population of the city of Los Angeles was 3,792,621 with 6.6% of those residing in the city being under 5 years of age. Celerity Rolas Charter School will be modeled after Celerity Charter Schools, which have a reputation for high academic standards, experienced and caring staff members as

well as effective management experience. Growth is demanded because of Celerity's high academic track record of success.

Celerity's preference is to locate its charter schools in communities where students have historically been underserved and where schools have historically under performed. Celerity defines these communities as schools that are classified as either "Focus," "Watch," or "Service & Support", with a statewide ranking of 1 on the Academic Performance Index.

Celerity Rolas Charter School's commitment to increasing the achievement of at-risk students will benefit the district in serving their at-risk students, as we anticipate that our students will come from resident schools within the Los Angeles Unified School District. Long-term, the district is benefited by Celerity's commitment to academic excellence and high expectations, as we do not have a high school and many of our students who culminate in the 8th grade will matriculate into LAUSD high schools. The students from Celerity entering into LAUSD high schools will be well-prepared for high school A-G requirements and college preparatory classes.

Through Celerity, the South Los Angeles Community will gain a community partner to educate their children, hold neighborhood council meetings, and host community events where parents, students, and staff members will have opportunities to volunteer.

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

Surrounding Schools Demographic and Performance Data

The address used as the center point of the 2-mile radius for the following graph is 115 N. Avenue 53, Los Angeles, CA 90042.

Celerity Rolas Charter School Appeal Petition

Surrounding Schools Demographic and Performance Data														
Address: 115 N. Avenue 53, Los Angeles 90042														
LAUSD Schools	# of Students 2014-15	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Hispanic or Latino	% African American or Black	% White not Hispanic	2012-13 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Aldama Elementary	608	81.1	6	33.7	88	0.8	8.4	773	Yes	No	772	4	5	Watch
Annandale Elementary	314	86	10	23.9	92.7	0.6	2.2	804	Yes	No	802	5	7	Service & Support
Aragon Avenue Elementary	373	94.9	14	52	95.2	0.5	0	757	No	No	769	3	4	Watch
Buchanan Street Elementary	508	82.5	14	25.6	91.5	0	2.6	758	No	No	773	4	3	Service & Support
Bushnell Way Elementary	343	59.5	14	37	89.5	2.6	2.9	738	Yes	Yes	712	2	3	Watch
El Sereno Middle	1276	87.4	10	13.3	90.8	1	2.3	733	Yes	No	710	3	3	Watch
Garvanza Elementary	392	90.6	8	28.3	89.5	15	2.3	803	Yes	No	823	6	10	Watch
Glassell Park Elementary	452	86.5	13	52.4	93.6	0.9	0.7	742	No	No	742	2	3	Watch
Glen Alta Elementary	203	92.1	10	19.2	89.7	4.4	3.4	752	Yes	Yes	761	3	4	Service & Support
Huntington Drive Elementary	274	93.8	15	36.5	88.3	2.2	0.4	722	No	No	752	2	2	Watch
Huntington Drive Elementary	451	82	23	40.6	92.5	2.2	1.8	731	No	No	731	2	4	Service & Support
Latona Avenue Elementary	224	96	10	33.9	92.9	0	2.7	729	No	No	763	2	2	Watch
Loreto Street Elementary	398	96.2	7%	47.2	89.2	0.5	3.3	716	No	No	749	1	1	Service & Support
Luther Burbank Middle	883	93.4	12	11.1	90.6	3.2	16	786	No	No	757	5	8	Achieving
Monte Vista Street Elementary	438	90.9	13	36.8	95	1.1	16	748	No	No	746	2	5	Watch
Mt. Washington Elementary	409	13	7	2.2	30.6	4.2	45.7	908	Yes	Yes	908	9	2	Achieving
Nightingale Middle	716	88.8	16	19.1	71.1	13	0.6	757	Yes	No	742	4	6	Watch
Rockdale Elementary	333	52.9	13	13.5	66.1	2.1	14.4	834	Yes	Yes	841	7	5	Service & Support
San Pascual Avenue	220	77.3	12	24.1	88.6	0.9	2.3	751	No	No	764	3	2	Service & Support
Toland Way Elementary	355	84.2	10	23.1	76.9	2	2.8	791	No	No	794	4	3	Service & Support
Yorkdale Elementary	300	78	11	20.7	89.3	0	4.7	798	No	No	803	5	6	Service & Support
Charter Schools														
no elementary/middle charter schools within 2 mile														

*Information from *CDE (DataQuest Reports) **Information from LAUSD website (School Performance Framework) *** Information from CDE website (School Quality Snapshot) (note: SPED data reflects 2014-2015 data, as this is the most recent available online)

Student Population To Be Served

Celerity Rolas Charter School will serve students in grades K through eight. Enrollment in the fall of 2016 is projected to be 390 students in kindergarten through fifth grade. The school will expand one grade each subsequent year until it reaches 8th grade. Class size will be 25 students in grades K through third and 30 students in grades fourth through eight. The resident schools in the community that Celerity Rolas Charter School is attempting to serve have an average Statewide Rank of 3 and an average Similar schools rank of 4. The majority of the schools are in Program Improvement and on the “Watch” or “Service and Support” levels of the SPF

Framework. On average, 81% of the community’s students qualify for the free or reduced lunch program; and 28% of students are Limited English Proficient. The community is mostly Latino and African American. Children in the community attend the following schools: Aldama Elementary, Buchanan Street Elementary, Glassell Park Elementary, and El Sereno Middle.

5 year enrollment rollout plan

Enrollment Roll-Out Plan					
Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K (incl. TK)	80	80	80	80	80
1	80	80	80	80	80
2	80	80	80	80	80
3	80	80	80	80	80
4	35	75	75	75	75
5	35	30	75	75	60
6		30	30	35	60

Goals and Philosophy

Mission

The mission of Celerity Rolas Charter School (CRCS) 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 Rolas 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

CRCS 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

CRCS 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.

Distinguishing Features of Celerity Rolas Charter School

Higher Expectations

All students of Celerity Rolas Charter School will work toward meeting or exceed the grade level content standards. We believe in setting higher standards and supporting students to meet them.

Block Scheduling

Our block scheduling strategy in the upper grades will provide extended class periods that provide teachers with the time necessary for in-depth lessons and experiential learning. These arrangements will permit more time for tutoring and intensive projects, facilitate enrichment, and allow lagging students to catch up and advanced students to delve into topics more deeply.

Academic Teaming

Our academic teaming program will organize groups of teachers across grade levels and departments, so that teachers share the same students rather than the same subject. Teaming will link teachers, who teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling and discipline of a group of 80-100 students. 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. Our teachers will work in small collaborative teams with common planning time where teachers review weekly assessment data, reflect on the data, and develop effective strategies to address the needs presented by the data. Accountability for student success is a shared responsibility.

Parent Participation

We will include parents as an integral part of the day-to-day operations of the school. Through the school's PTO and site-based decision-making team, parents will work alongside school staff to set policy, raise funds, administer programs, and organize events. Parents will be invited into the school to volunteer. Monthly parent meetings will be held where parents are trained on using technology to support their child's academic success, understanding their child's assessment data, and advancing their parenting skills.

Extended Learning Time

All students will be provided a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic content. Celerity Rolas Charter School will provide after school classes in addition to providing 175 days of instruction per year. 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.

Student Assessment

Celerity Rolas Charter School will use a variety of strategies for student assessment and program evaluation in order to continuously improve the school climate, organization, management, curricula, learning, and instruction. Students will be assessed using curriculum-based assessments, weekly internet based assessments, and benchmark assessments given every two months. Parents will have access to their child's assessment information through parent meetings and the internet.

Serving Students with Special Needs

Celerity Rolas Charter School seeks to create an inclusive school environment where the learning needs of our diverse student population are adequately met. Celerity Rolas Charter School will design a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented. Celerity Rolas Charter School recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs.

Technology Integration

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. Parents will have access to their child's grades, attendance information, and meal participation via the internet. Parents will also have access to technology resources which they can use from home to assist their child with learning grade-level content standards.

Superior Leadership

The success of the school is dependent on the role that leadership plays inside and outside the classroom. All stakeholders will be afforded the opportunity to participate in leadership training and responsibilities. The leaders of Celerity Rolas Charter School will be responsible for the implementation of the school's mission and vision and will carry out their duties in a professional, responsible and ethical manner. Among other things, the leadership will carry out the following:

- They will use their influence and authority for the primary purpose of increasing student achievement and success.
- They will effectively communicate and engage stakeholders in the vision and mission of the school.
- They will generate and sustain a school culture conducive to student learning, staff professional growth and parent involvement.
- They will regularly monitor and evaluate the success of the school's program.
- They will provide regular, public reports on the school's progress towards achieving its goals to the school community and the school's authorizer.
- They will make management decisions with the goal of optimizing successful teaching and learning experiences.
- They will treat all individuals with fairness, dignity and respect.
- They will have a cogent understanding of the laws that govern Celerity Rolas Charter School and monitor the trends, issues and potential changes in the environment in which charter schools operate.
- They will abstain from any decision involving a potential or actual conflict of interest.
- They will respect diversity and implement practices that are inclusive of all types of learners consistent with the school charter.

What it Means to Be an Educated Person in the 21st Century

An educated person in the 21st century will be one who is a:

- Creative thinker: Creates his/her own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.
- Engaged learner: Applies a learning strategy for a given learning situation.
- Constructor of knowledge: Embarks on understanding tasks and learning.
- Flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.
- Critical thinker: Approaches a task by comparing, refining, and selecting from what he or she knows in order to find the best solution to the problem.
- Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.
- Sense-maker: Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.
- College and career ready: Uses textual evidence to make claims and support personal opinions, ideas and beliefs while exploring their individual goals to develop targeted skills that apply to 21st century career paths
- Technologically proficient: With integrated technology across the curriculum, builds, creates, collaborates and innovates so that they can tackle any technological challenge.

Means to Achieve Vision and Mission (How Learning Best Occurs)

Celerity will achieve its mission and vision by implementing its five Core Practice Benchmarks. These Core Practice Benchmarks align to the needs of our target population as they develop an

environment in which students' individual needs and backgrounds are brought in, whether that is through the learning activities and active pedagogy, culture building activities, multiple sources of data, or structures for getting to know students.

I. Learning Activities

- a. Implementing clear challenging learning activities across the school
- b. Designing compelling topics and guiding questions
- c. Designing project-based activities
- d. Incorporating fieldtrips, local expertise, and service learning
- e. Producing and presenting high quality student work

II. Active Pedagogy

- a. Using effective instructional practices school-wide
- b. Teaching reading across the disciplines
- c. Teaching writing across the disciplines
- d. Teaching inquiry-based math, science and social studies
- e. Learning in and through the Arts
- f. Using effective assessment practices

III. Culture and Character

- a. Building school culture and fostering character
- b. Ensuring equity and high expectations
- c. Fostering a safe, respectful, and orderly community
- d. Promoting adventure and fitness
- e. Developing a professional community
- f. Engaging families in the life of the school

IV. Leadership and school improvement

- a. Providing leadership in curriculum, instruction, and school culture
- b. Sharing leadership and building partnerships
- c. Using multiple sources of data to improve student achievement

V. Structures

- a. Designing time for student and adult learning
- b. Creating structures for becoming well acquainted with students

Enabling Students to Become Lifelong Learners

The rigorous standards-based curriculum program design will address the specific content areas as delineated by the state approved educational frameworks and Common Core State Standards, as well as State Content Standards in the areas of integrated Language Arts, ELD, Mathematics, Science, History, Social Studies, and the Performing Arts. In addition, Celerity Rolas Charter School will integrate core content areas throughout the instructional program through the use of project based learning and technology. The strategies used 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 and Common Core state standards.

Annual Goals and Actions

LCFF STATE PRIORITIES												
GOAL #1												
<p>Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.</p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> :</td> </tr> <tr> <td><input type="checkbox"/> :</td> </tr> </table>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :	<input type="checkbox"/> :
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Specific Annual Actions to Achieve Goal												
<p>A. Summer PD: Require teachers to attend annual summer training institute, which will include a focus on reading and language arts. This will provide teachers with intensive training to ensure that standards are understood and supported. Also provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>B. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year. Celerity gathers together as an organization to review internal benchmark/state standardized testing data, receive training on strategies, and share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant subgroups who are not meeting standards.</p> <p>C. Weekly PD: Weekly professional development will focus on integrating rigor into student writing, rubrics, evidence of literacy in room environment, and Lauren Resnick's Principles of Learning. Weekly PD will focus on integrating language arts standards across all content areas to increase the level of rigor in the academic program.</p>												

D. Grade Level PD:

Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. Weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

E. Textbooks Adoption:

Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Littell) will be placed in all classrooms, including replacement of consumable materials, on an annual basis. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.

F. Intervention:

Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students reading below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from the following: Study Island, Smarter Balanced scores, curriculum-based assessments, SchoolNet, running records, and fluency assessments. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in vocabulary development, fluency, blending, words with multiple meanings, and/or reading comprehension strategies depending on students' needs. The Reading A to Z Guided Reading Program will be used for this. Foster students, EL students and students who need additional time to complete Study Island Home account will have access to the program during before and after school hours.

G. After School Tutoring:

After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.

H. Parent Involvement:

The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Language Arts with the entire school community. The Councils contribute input on how to improve reading instruction and programs.

I. Targeted Instruction:

Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as fluency and vocabulary. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model.

Special homework assignments are given to students who are identified with special learning needs.

J. Technology:

Due to lack of technology in the homes of students who come from a low economic household, we would like to maintain one computer, headphones, and a typing program for every low economic student at school. In order to keep the computers operational, we need computer and network maintenance. The use of computers would also assist with taking the computer-based Smarter Balanced exam. As well, students would have access to free tutorial programs such as Star Fall to help increase student achievement.

K. Conferences:

In order to increase student achievement, teachers, curriculum specialists, and administration will be sent

to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.

- L. Counseling:
Students who are identified as foster youth and who demonstrate need will receive counseling on a weekly basis through our support team services. Additional services through our COST or SST program will occur on an as needed basis.
- M. Workshops for Foster Parents:
Celerity will offer parent workshops that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.
- N. Data Tracking:
Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA. Additional support will be given if students are not reaching proficiency.
- O. Professional Development for Redesignated Students:
Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.
- P. Professional Development for English Learners: Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

Expected Annual Measurable Outcomes

Outcome #1: Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year.

Metric/Method for Measuring: Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Establish baseline	Increase of 2% over previous year				
English Learners	Establish baseline	Increase of 2% over previous year				
Socioecon. Disadv./Low Income Students	Establish baseline	Increase of 2% over previous year				
Foster Youth	Establish baseline	Increase of 2% over previous year				

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Students with Disabilities	Establish baseline	Increase of 2% over previous year				
African American Students	Establish baseline	Increase of 2% over previous year				
American Indian/Alaska Native Students	Establish baseline	Increase of 2% over previous year				
Asian Students	Establish baseline	Increase of 2% over previous year				
Filipino Students	Establish baseline	Increase of 2% over previous year				
Latino Students	Establish baseline	Increase of 2% over previous year				
Native Hawaiian/Pacific Islander Students	Establish baseline	Increase of 2% over previous year				
Students of Two or More Races	Establish baseline	Increase of 2% over previous year				
White Students	Establish baseline	Increase of 2% over previous year				
Outcome #2: Annually achieve its state API (Academic Performance Index) Growth targets schoolwide and for all numerically significant subgroups (or successor metric prescribed by the state)						
Metric/Method for Measuring: API (CDE)						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

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All Students (Schoolwide)	Not applicable	Meet or exceed API growth target(s)				
English Learners	Not applicable	Meet or exceed API growth target(s)				
Socioecon. Disadv./Low Income Students	Not applicable	Meet or exceed API growth target(s)				
Foster Youth	Not applicable	Meet or exceed API growth target(s)				
Students with Disabilities	Not applicable	Meet or exceed API growth target(s)				
African American Students	Not applicable	Meet or exceed API growth target(s)				
American Indian/Alaska Native Students	Not applicable	Meet or exceed API growth target(s)				
Asian Students	Not applicable	Meet or exceed API growth target(s)				
Filipino Students	Not applicable	Meet or exceed API growth target(s)				
Latino Students	Not applicable	Meet or exceed API growth target(s)				
Native Hawaiian/Pacific Islander Students	Not applicable	Meet or exceed				

| | | API growth target(s) |
|-------------------------------|----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Students of Two or More Races | Not applicable | Meet or exceed API growth target(s) |
| White Students | Not applicable | Meet or exceed API growth target(s) |

LCFF STATE PRIORITIES														
GOAL #2														
<p>Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.</p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> :</td> <td></td> </tr> <tr> <td><input type="checkbox"/> :</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :		<input type="checkbox"/> :	
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Specific Annual Actions to Achieve Goal														
<p>A. Summer PD: Require teachers to attend annual summer training institute, which will include a focus on mathematics. This will provide teachers with intensive training to ensure that standards are understood and supported. Also provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance is recorded, resources are uploaded, and evaluations are done on the online My Learning Plan.</p> <p>B. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year, Celerity gathers together as an organization to review internal benchmark/state standardized testing data, receive training on strategies, share best practices, and create classroom and individual action plans that target EL students, Foster Youth, low socio-economic students, Special Needs students, and other significant subgroups who are not meeting standards.</p> <p>C. Weekly PD: Weekly professional development will focus on integrating student writing and literacy within mathematics. Evidence of numeracy in room environment with rigor and the principles of learning will also be a focus. Mathematics will be integrated across all content areas to increase the level of rigor in the academic program.</p>														

D. Grade Level PD:

Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards. Additionally, weekly assessment data will be reviewed with the Curriculum Specialist and the teachers to identify students who are not meeting standards. Intervention strategies and follow-up testing is planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

E. Textbooks Adoption:

Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Pearson) will be placed in all classrooms, including replacement of consumable materials on an annual basis. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.

F. Intervention:

Celerity provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are tutored in small groups during the instructional day. Students to be taught in small groups are identified using data from the following: Study Island, Smarter Balanced scores, curriculum-based assessments, SchoolNet, and ST Math results. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in mathematical skills, concepts, and strategies depending on students' needs. Foster students, EL students, low socio-economic, Special Needs students, and students who need additional time to complete ST Math or Study Island Home account will have access to the program during before and after school hours.

G. After School Tutoring:

After school tutoring is offered during the school year for students not meeting grade-level proficiency in math assessments as indicated by multiple measures, including unit assessments, standardized testing, and other school assessments.

H. Parent Involvement:

The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student assessments results in Mathematics with the entire school community. The Councils contribute input on how to improve reading instruction and programs.

I. Targeted Instruction:

Through continuous analysis of student performance throughout each school year, teachers identify students in several areas within mathematics. Once identified, specific interventions are planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model.

Special homework assignments are given to students who are identified with special learning needs.

J. Technology:

Due to lack of technology in the homes of students who come from a low economic household, we would like to maintain one computer, headphones, and a typing program for every low economic student at school. In order to keep the computers operational, we need computer and network maintenance. The use of computers would also assist with taking the computer-based Smarter Balanced exam. As well, students would have access to free tutorial programs such as Star Fall to help increase student achievement.

K. Conferences:

In order to increase student achievement, teachers, curriculum specialists, and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.

- L. Counseling:
Students who are identified as foster youth and who demonstrate need will receive counseling on a weekly basis through our support team services. Additional services through our COST or SST program will occur on an as needed basis.
- M. Workshops for Foster Parents:
Celerity will offer parent workshops that address social and behavioral challenges that foster youth face. Strategies will be provided to parents and topics will be devised based on guardian needs.
- N. Data Tracking:
Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within Math. Additional support will be given if students are not reaching proficiency.
- O. Professional Development for Redesignated Students:
Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.
- P. Professional Development for English Language Learners: Provide professional development on SIOIP (Sheltered Instruction Observation Protocol) and observe for SIOIP strategies being used in classrooms.

Expected Annual Measurable Outcomes

Outcome #1: Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year.

Metric/Method for Measuring: Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Establish baseline	Increase of 2% over previous year				
English Learners	Establish baseline	Increase of 2% over previous year				
Socioecon. Disadv./Low Income Students	Establish baseline	Increase of 2% over previous year				
Foster Youth	Establish baseline	Increase of 2% over previous year				
Students with Disabilities	Establish baseline	Increase of 2% over previous year				

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				previous year		
African American Students	Establish baseline	Increase of 2% over previous year				
American Indian/Alaska Native Students	Establish baseline	Increase of 2% over previous year				
Asian Students	Establish baseline	Increase of 2% over previous year				
Filipino Students	Establish baseline	Increase of 2% over previous year				
Latino Students	Establish baseline	Increase of 2% over previous year				
Native Hawaiian/Pacific Islander Students	Establish baseline	Increase of 2% over previous year				
Students of Two or More Races	Establish baseline	Increase of 2% over previous year				
White Students	Establish baseline	Increase of 2% over previous year				
Outcome #2: Annually achieve its state API (Academic Performance Index) Growth targets schoolwide and for all numerically significant subgroups (or successor metric prescribed by the state)						
Metric/Method for Measuring: API (CDE)						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Not applicable	Meet or exceed				

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| | | API growth target(s) |
|-------------------------------------------|----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| English Learners | Not applicable | Meet or exceed API growth target(s) |
| Socioecon. Disadv./Low Income Students | Not applicable | Meet or exceed API growth target(s) |
| Foster Youth | Not applicable | Meet or exceed API growth target(s) |
| Students with Disabilities | Not applicable | Meet or exceed API growth target(s) |
| African American Students | Not applicable | Meet or exceed API growth target(s) |
| American Indian/Alaska Native Students | Not applicable | Meet or exceed API growth target(s) |
| Asian Students | Not applicable | Meet or exceed API growth target(s) |
| Filipino Students | Not applicable | Meet or exceed API growth target(s) |
| Latino Students | Not applicable | Meet or exceed API growth target(s) |
| Native Hawaiian/Pacific Islander Students | Not applicable | Meet or exceed API |

| | | growth target(s) |
|-------------------------------|----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Students of Two or More Races | Not applicable | Meet or exceed API growth target(s) |
| White Students | Not applicable | Meet or exceed API growth target(s) |

LCFF STATE PRIORITIES										
GOAL #3										
<p>Limited English proficient students will increase one performance level on the CELDT/ELPAC and/or will be proficient in ELA and Math as measured by the Smarter Balance and/or internal assessments. As a result, our reclassification rate will exceed our required 10% as stated in our charter on a yearly basis.</p>	<p>Related State Priorities:</p> <table style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input checked="" type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6	
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<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<p>A. Parent Participation: Support workshops for parents to build capacity to support their children's learning. Provide classes for parents on parenting and other family management skills. Provide child care for parents during meetings and workshops. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning. Host monthly District-level English Learner Advisory Committee (DELAC) to provide reading and writing strategies, review data of performance for EL students on interim benchmark tests/State Standardized Tests/CELDT, and to provide training on EL supplemental materials such as Reading A-Z materials.</p> <p>B. Extended Learning Opportunities: Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include activities such as before and after school, intervention, and summer school programs.</p> <p>C. Data Tracking: Portfolios are maintained for each student that reflect the depth and breadth of work of each student. Student progress will be monitored on an ongoing basis with state and local assessments. The site administrators will work with curriculum specialists and teachers, and teachers will work with each other to analyze assessment data to inform instruction.</p> <p>D. Professional Development: Regular professional development for teachers and administrators will focus on the following three areas:</p>										

- supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy.
- transitioning to the new ELD standards and implementation within the instructional program
- training in SIOP (Sheltered Instruction Observation Protocol) to help EL students

E. Teaching Strategies:

Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used extensively throughout the instructional program. Ongoing monitoring of student progress takes place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student is fully integrated into the core instructional program and is coordinated with all program and services. Small group instruction will occur with students to ensure that intervention and language development continue to progress for students.

F. Band Level and RFEP:

Students will be tracked through Powerschool based on their EL level status. Students are moved EL levels based on their performance on the CELDT, internal benchmark assessments, meeting ELD standards through their EL level specific folder, and academic performance. As well, students are considered for RFEP based on the following criteria: receiving a proficient or above in ELA on the Smarter Balanced Test, receiving a proficient or above on summative internal benchmarks, meeting all ELD level 5 standards, academic performance in classes, teacher recommendation, and parent consent. All of this data is tracked through Powerschool and Schoolnet.

G. Intervention:

Students who are not moving band levels or being RFEP'd within an appropriate time are identified and additional support through our COST and SST program are provided. Additional tutoring after school is highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

Expected Annual Measurable Outcomes

Outcome #1: 75% of students will increase one performance level and/or will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments (Note: 75% in 2015-16 and 80% thereafter).

Metric/Method for Measuring: Smarter Balanced or Internal Benchmarks; AMAO Results; CELDT Results; and Student Portfolios

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)						
English Learners	75%	80%	80%	80%	80%	80%
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						

Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #2: Reclassification rate will exceed 10%.						
Metric/Method for Measuring: RFEP data, CALPADS						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)						
English Learners	10% or more					
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES	
GOAL #4	
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

- A. Positive Discipline:
A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff are held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs are an alternative to suspension.
- B. Parent Involvement:
The school communicates with parents through a variety of ways. Every teacher has a cell phone so that parents have access to him/her in order to communicate about their children. Parents have access to teachers' email addresses as well. The school holds monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents also have access to Power School, our school information system, which allows them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings are conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. In addition, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.
- C. Attendance Meetings and Support:
Calls will be made from the school site on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.
- D. Behavioral and Academic Intervention:
All Celerity students have access to a system of personal support services through the school psychologist, school counselor, and resource specialists. Through the use of our COST (Coordination of Services Team) program and SST (Student Success Team) program, students have readily available access to support services. Foster Youth, EL students, and low socio-economic students have access to COST, SST, and support services on an as needed basis.
- E. Facilities' Needs:
Celerity will complete repairs and maintenance on the campus so that students continue attending a hazard-free school. Updates will occur as needed.

Expected Annual Measurable Outcomes

Outcome #1: Office behavior referrals will decrease by 1% from the previous year, students resolving their problems by going through the Peace Tree Process will increase by 1% from the previous year.

Metric/Method for Measuring: Student office referral rate for behaviors, Peace Tree Leaves

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Establish baseline	Decrease in 1% from previous year				
English Learners						
Socioecon. Disadv./Low Income Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: The number of students who have missed 10 days or more will decrease by 1% from the previous year.

Metric/Method for Measuring: Tracking through Powerschool and through Dataquest.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Establish baseline	Decrease in 1% from previous year				
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: Maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).

Metric/Method for Measuring: FIT (Facilities Inspection Tool)

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES

GOAL #5

All students will be taught by highly qualified teacher as measured by appropriate credentialing and job assignments.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

A. Teacher Feedback and Observations:

Teachers will be observed on a regular basis through a coaching model by curriculum specialist to ensure that multiple, effective instructional strategies are being utilized daily. Instructional modeling will be conducted by the Curriculum Specialist. The principal will conduct three formal observations through My Learning Plan a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed.

B. Professional Development:

Celerity's leadership team will conduct a yearly if not more frequent professional development needs assessment of teachers and administrators in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State Common Core content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and

selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.

C. Leadership Meetings:

The leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state Common Core academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards.

Additionally, to coordinate professional development activities, the Director and the Assistant Director of School Services hold administrator meetings every Tuesday, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include EL, Title I, Special Education, and school-wide activities.

D. Induction (BTSA) Program:

Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.

Expected Annual Measurable Outcomes

Outcome #1: We will have 100% highly qualified teachers.

Metric/Method for Measuring: Oversight visit data, HR Internal Data

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Instructional Design

The overall curricular and instructional design and structure at Celerity is centered around incorporating the Principles of Learning together with Culturally Relevant Pedagogy, and will be implemented through a Project Based Learning Model. Below is a discussion of key educational theories and research that support and inform the general design of the educational program, and how it successfully serves our targeted student population. A more detailed description of these practices can be found below.

Principles of Learning and Culturally Relevant Pedagogy

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. Research source: “Instructional Leadership, Teaching Quality, and Student Achievement: Suggestive Evidence from Three Urban School Districts” in the *MDRC*, and available at http://www.mdrc.org/sites/default/files/full_406.pdf.

Austin, TX

2006	83
2007	82
2008	83
2009	84

These scores are based on the state wide test for grade 3

Baltimore, MD

	ELA	MATH
2006	65	60
2007	69	62
2008	73	72
2009	77	78

These scores detail the amount of proficient students in the city of Baltimore for grade 3

New York City, NY

	ELA	MATH
2006	61.5	75.3
2007	56.4	82.2
2008	59.9	87.2
2009	69.4	91.4

These scores detail the amount of proficient students in grade 3

Los Angeles

2006	655
2007	662

2008	681
2009	694

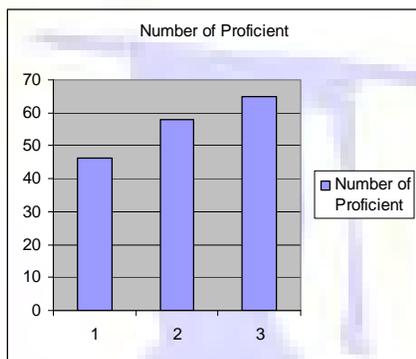
These scores detail the API scores in LAUSD elementary, middle, and high schools

Project Based Learning

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). They investigated test scores at 358 schools in 17 states that have been implementing PBL for the past five years. The highlights of the study are as follows:

Knoxville School District

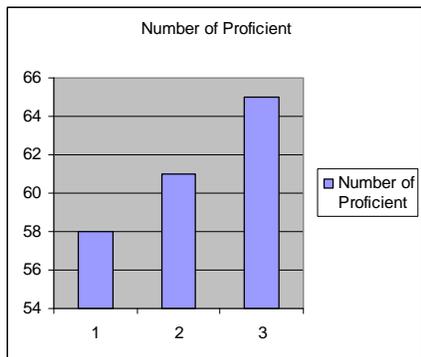
2004	46.2
2005	58.1
2006	65.1



These scores identify the number (%) of proficient students in the Knoxville School District.

Denver School District

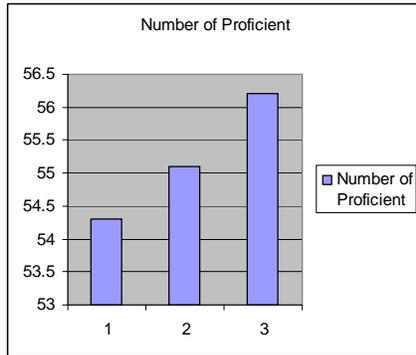
2004	58
2005	61
2006	65



These scores identify the number (%) of proficient students in the Denver School District.

Trenton School District

2004	54.3
2005	55.1
2006	56.2



These scores identify the number (%) of proficient students in the Trenton, NJ School District.

The study conducted in 2007 described above shows the effectiveness of project based learning (PBL) as demonstrated by test scores. Over the course of three years, 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 .

Additionally, Project Based Learning and Culturally Relevant and Responsive Education successfully support our targeted student population. In their study, Kanter and Konstantopoulos (2010) found that the extent of teacher knowledge of the content combined with the frequency with which project based learning in combination with culturally relevant strategies were used led to a positive impact on both the achievement of urban students as well as their attitudes towards science and college and career plans. Research source: “The Impact of a Project-Based Science Curriculum on Minority Student Achievement, Attitudes, and Careers:: The Effects of Teacher Content and Pedagogical Content Knowledge and Inquiry-Based Practices” in the *Wiley Online Library*, vol 94, issue 5, published online 1 March 2010 and <http://onlinelibrary.wiley.com/doi/10.1002/sci.20391/abstract>.

In order to staff the educational program to most effectively deliver this instructional design, Celerity Rolas Charter School will have a curriculum specialist. The Curriculum Specialists’ primary responsibility will be to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists will be in the teachers’ classrooms daily, conducting observations, performing model demo lessons, and teach teaching, in order to monitor the instructional methods being used by teachers. The Curriculum Specialists will also provide professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum Specialists will also meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these

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

Curriculum and Instruction

CRCS will use the Common Core State Standards and 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.

After enrollment, all students will be assessed in English Language Arts and Mathematics to identify opportunities for support and/or enrichment. Prior to the beginning of the school year, or prior to students' enrolling, the teacher will meet with the parents to discuss an individual plan for the student's learning. The curricular standards will be broken down by quarterly reporting periods. The parent will be able to assist with the development of the learning plan in a format that is comprehensible to them such as checklists, etc. The parent will also have an opportunity during this meeting to provide additional information that will assist the student's learning. Student assessments throughout the school year will be formative and summative such as: (1) state-mandated standardized tests, (2) school-designed test using school generated rubrics based on state standards, (3) portfolios, (4) exhibits, (5) publisher-developed assignments and tests. The Smarter Balanced Assessment will be the primary summative assessment utilized by CRCS.

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. These techniques will be utilized in the four core areas.

English Language Arts (core) - The ultimate goal of the program will be to develop life-long writers and readers. Students will become strategic thinkers who use what they already know and what the text says to construct meaning. Students will read authentic texts and write for real purposes on a daily basis. They will experiment with a variety of genres. English, spelling, handwriting and other mechanics will be taught within writing workshops.

English Language Development – (non-core) Students will learn the California ELD Standards in tandem with the California Common Core State Standards for ELA/Literacy, with which they are aligned. Students will be engaged in the type of rich instruction called for in the California Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. They will be fully supported as they

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;

- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.

Mathematics (core) - Students will acquire computational and procedural skills, conceptual understanding, and problem solving skills that align with the Common Core State Standards. They will:

- Gain a conceptual understanding of mathematical practices.
- Integrate literacy standards on a daily basis as they make sense of problems and proceed in solving them.
- Utilize writing, reading, and collaborative listening and speaking opportunities with classmates to comprehend, plan, solve, and justify their solutions.
- Contextualize problems in the real world and justify solutions through informed explanations and critiques within the class.
- Develop fluency in basic computational skills and procedural skills.
- Develop an understanding of mathematical concepts.
- Recognize and solve routine problems readily, and find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Connect mathematical ideas and make connections between mathematics and other disciplines.
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
- Develop an appreciation for the beauty and power of mathematics.

History / Social Science (core) - 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. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people

associated with them.

Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come.

Science (core) – Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Teachers will ensure students have access to an engaging and challenging curriculum. For example, science assessments will include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Science teachers will also integrate math to reinforce key mathematical concepts, such as graphing and measurement skills. Students will also begin to understand how scientific processes operate and how those processes relate to one another.

Students will integrate elements of reading, writing, speaking, and listening throughout the science curriculum and project based learning tasks. Students receive ample opportunities to engage in research, gather information from subject specific complex text and media, comprehend text through analysis of text features and purpose, justify importance using reasoned judgment, synthesize information, and summarize findings using textual evidence in an attempt to explore, address, and solve today’s real world issues.

Students will integrate the core concepts of science into a greater understanding of history-social science, mathematics, and language arts, develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that produce active and thoughtful scientists, understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry, and reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.

Students will practice essential investigation and experimentation skills that will continue to be developed through middle and high school. Students will participate in structured activities and work with expository reading materials that connect the world around them to the science content. Students will raise questions, follow their curiosity, and learn to be analytical. They will be encouraged to practice open and honest expression of ideas and observations; they will learn to listen to and consider the ideas and observations of other students.

Visual and Performing Arts (core) - Students will interact with visual and performing arts through five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.

The arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts

- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

Another important goal of the standards is to help students make connections between concepts in all of the arts and across subject areas. The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art forms and subject areas and to careers.

The arts standards respect the multiplicity of cultures represented in California schools. They allow students to experience the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups.

Health and Physical Education – (non-core)

Students will, as individuals and as members of society, be able to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. In elementary school students will focus on the way in which they move through space and time in their environment, the way in which they move in space together with a partner, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school students will be working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

In accordance with our Wellness Policy, Celerity's nutrition education and physical education programs are based on research, consistent with the expectations established in the state's curriculum framework, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education is provided as part of the health education program in Grades K-8 and, as appropriate, the education is integrated into core academic subjects and included in after-school programs. All K-8 students are provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity are provided through physical education, recess, after-school programs, and other structured and unstructured activities such as dance.

Technology

By implementing technology with the curriculum, Celerity Rolas Charter School will ensure that

students learn computer skills while pursuing academic goals. CRCS will maintain mobile laptop labs in locked carts to ensure that all students have access to laptops for technology instruction. The school will provide students with safe and secure internet access for learning. The following is a list of some of web-based technology resources that may be used to supplement the trimester projects and to teach technology skills:

www.sheppardsoftware.com – used to teach life cycle, consumer/producer/decomposer, food chain, seasons
www.abcya.com - used to teach ABC's phonetics, keyboard, counting money, addition, subtraction
www.brainpopjr.com –used to supplement grade-level skills in a motivating environment
www.brainpop.com –used to supplement grade-level skills in a motivating environment
www.arcademicskillbuilders.com –used to supplement the math curriculum
www.pbskids.org –used to teach color, shape, and number recognition
www.starfall.com –used to teach phonetics, reading, vowels, ABCS
www.nasa.gov/audience/forkids/kidsclub/flash/index.html -used to teach for planets and astrology
<http://www.eecs.wsu.edu/paint.net/doc/2.6/Help/en/Tutorials.html> - used to teach paint.net (which allows students to learn graphic design)
<http://www.actden.com/PP/> - used to teach PowerPoint
http://presentationsoft.about.com/od/powerpointlessonplans/PowerPoint_Lesson_Plans.htm -used to teach PowerPoint and windows movie maker integration (which allows students to learn how to create, edit, and publish movies)
<http://www.lessonplanet.com> –used to teach windows office suite

The following websites will be used to teach academic search engines:

www.askkids.com www.kidsclick.org
www.yahooligans.com
www.bensguide.gpo.gov/subject.html
www.factmonster.com
www.lawforkids.org/search.cfm

Professional Communities through Academic Teaming

Our academic teaming program will organize groups of teachers across grade levels 6, 7, and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Teaming will link middle school teachers, who teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling and discipline of a group of 80-100 students. 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. Our teachers will work in small collaborative teams with common planning time (after school for a 2 hour block of time in addition to the weekly staff meetings) where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. Weekly assessment data will be reviewed and analyzed, and action plans will be created to strategically target students not demonstrating proficiency.

All teachers will work in small collaborative teams where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. At grades K

through 6 (self-contained) teachers will meet weekly in grade-level teams to review weekly assessment data and strategically plan lessons for the upcoming week to re-teach students not demonstrating proficiency. Teachers of grades 6 through 8 who participate in the block scheduling at Celerity Rolas Charter School will meet as a team across grade levels 6,7,and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Celerity Rolas Charter School will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria and are committed to our core values and beliefs. Celerity Rolas will recruit through hiring fairs, advertising, and targeted University contacts.

Intervention Programs

Coordination of Services Team (COST) is a team of school staff members that meets on a regular (weekly or bi-weekly) basis to provide a systematic, preventative approach to student intervention. This process allows staff to: discuss student concerns (behavioral, social, learning, attendance, welfare...) before they escalate; recommend tier 1-2 interventions prior to involving parents; provide support for classroom teachers; and regularly monitor student response to interventions.

Student Success Team (SST) is a team consisting of school staff members and the parent or guardian of the student being referred that meets to discuss student strengths and needs. The team is responsible for developing a support plan, meeting six to eight weeks following the first meeting to check student progress towards the support plan, and make any necessary changes to the support plan to ensure greater success. A support plan consists of a summary of demonstrated behaviors by student that necessitates this degree of support; summary of any actions already taken by teacher, parent, or other staff to address the needs of the student; description of new actions to be taken in order to address the specific situation; and a one-page agreement, to be agreed upon and signed by all concerned parties.

Through the school's pre-referral procedures, students may receive Tier 1 or Tier 2 interventions as determined by the Coordination of Services Team or Student Success Team based on students' needs.

Response to Intervention (RTI): Through the COST and SST pre-referral process students may access Response to Intervention (RTI) services in areas of concern such as: academics, social, and behavioral. Response to Intervention provides staff with a multi-tiered approach to early identification and support of students with learning and behavior needs. At Celerity, RTI begins with high-quality classroom instruction for all students. Ongoing student assessment serves as a tool for universal screening and progress monitoring. Data collected through student assessments is used to determine student needs and to make referral decisions. A multi-tiered approach is used to differentiate instruction for all students. Within Tier 1, all students receive high-quality instruction and differentiation from the classroom teacher. Students not making adequate progress with Tier 1 supports are then provided with increasingly intensive instruction that is matched to the students' specific needs. Tier 2 intervention services are targeted to specific student needs and may include supports such as: small group instruction, academic support within learning center, tutoring, social skills groups, and behavior support plan. Tier 3 intervention supports are intensive and require comprehensive evaluation. Students that do not make adequate progress through Tier 1 and Tier 2 supports may be referred to a comprehensive evaluation and considered for eligibility for special education services. Students qualifying for

Tier 3 supports may then receive individualized, intensive interventions that target specific student skill deficits.

Instructional Materials

The principal, in consultation with the staff, will order instructional materials based on their alignment with the Common Core State Standards and the California Content Standards, the assessed needs of the students, school goals and measurable student outcomes (and the Next Generation Science Standards when adopted). The textbooks for each of the core content areas have been selected from the State Adopted Textbook list. Each student will have 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.

Grade	Subject	Title	Publisher
K	English Language Arts	Journeys Kindergarten Kit Complete includes; A Journey in Songs and Rhymes Big Book, A Journey from A to Z Big Book, Common Core Big Book Set, Common Core Little Big Book, Read Aloud Set, Common Core Instructional Card Kit, Sound Spelling/Alpha Friends Card Set, Long Vowel Sound Spelling Cards, Common Core Instructional Flip Chart Set, Common Core Grab and Go Complete Set, Common Core Lesson Snap Shots, Online Common Core Student Resource	Houghton Mifflin
K	English Language Development	Journeys Common Core Reader's Notebook Consumable Collection	Houghton Mifflin
K	Math	envision Math Common Core Consumable & Digital	Pearson
K	Science	Kit FOSS Materials in our World 3rd ed, Kit FOSS Trees + Weather & Kit FOSS Animals	Delta Education
K	Social Studies	My World	Houghton Mifflin
1	English Language Arts	Journeys Premium Common Core Student Package Grade 1 2014; includes SE Volumes 1-6; On Level Trade Books Unit 2 From Seed to Pumpkin, Unit 4 Amazing Whales!, Unit 6 Owl at Home	Houghton Mifflin
1	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
1	Math	envision Math Common Core Consumable & Digital	Pearson
1	Science	Kit FOSS Air + Weather 3rd ed, Kit FOSS Plants + Animals 3rd Ed, Kit FOSS Solids and Liquids 3rd Ed	Delta Education
1	Social Studies	School and Family	Houghton Mifflin
2	English Language Arts	Journeys Premium Common Core Student Package Grade 2 2014; Includes Grade 2 SE Volumes 1-2; On Level Trade Books Unit 2 Poppleton in Winter, Unit 4 Where Do Polar Bears Live?, Unit 6 Exploring Space Travel	Houghton Mifflin
2	English Language Development	Common Core Reader's Notebook Consumable Collection & On-line Resources	Houghton Mifflin
2	Math	envision Math Common Core Consumable & Digital	Pearson
2	Science	Kit FOSS Balance + Motion 3rd ed, Kit FOSS Insects + Plants 3rd ed, Kit FOSS Pebs Sand + Silt 3rd ed, Insects and Plants 3rd ed	Delta Education
2	Social Studies	Neighborhoods	Houghton Mifflin

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3	English Language Arts	Journeys Premium Common Core Student Package Grade 3 2014; includes SE Volumes 1-2; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Amos and Boris, Unit 4 Boy, Were We Wrong About Dinosaurs, Unit 6 Jake Drake, Know-It-All	Houghton Mifflin
3	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
3	Math	envision Math Common Core Consumable & Digital	Pearson
3	Science	Kit FOSS Meas Matter 3rd ed, Kit FOSS Structures of Life 3rd ed, FOSS Struc of Life, Crayfish + Elodea, Kit FOSS Water 3rd ed	Delta Education
3	Social Studies	Communities	Houghton Mifflin
4	English Language Arts	Journeys Premium Common Core Student Package Grade 4 2014; includes SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Discovering Mars: The Amazing Story of the Red Planet, Unit 4 Horses, Unit 6 Phineas L. MacGuire	Houghton Mifflin
4	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
4	Math	envision Math Common Core Consumable & Digital	Pearson
4	Science	Kit FOSS Energy + ElectroMag. 3rd ed, Kit FOSS Environments 3rd ed, Kit FOSS Soils Rocks + Landforms 3rd ed	Delta Education
4	Social Studies	California Studies	Houghton Mifflin
5	English Language Arts	Journeys Premium Common Core Student Package Grade 5 2014; includes SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Hound Dog True, Unit 4 About Time: A First Look at Time and Clocks, Unit 6 Frindle	Houghton Mifflin
5	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
5	Math	envision Math Common Core Consumable & Digital	Pearson
5	Science	Kit FOSS Mix and Sol 3rd ed, Kit FOSS Weather on Earth 3rd ed, Kit FOSS Living Systems 3rd ed	Delta Education
5	Social Studies	United States History: The Early Years	Houghton Mifflin
6	English Language Arts	Journeys Premium Common Core Student Package Grade 6 2014; SE; Reading Adventures SE Magazine; On Level Trade Books Unit 2 Freedom Walkers, Unit 4 A Wrinkle in Time, Unit 6 Brian's Winter	Houghton Mifflin
6	English Language Development	Common Core Reader's Notebook Consumable Collection & Online Common Core Resources 2014	Houghton Mifflin
6	Math	envision Math Common Core Consumable & Digital	Pearson
6	Science	Earth Science	CPO
6	Social Studies	World History: Ancient Civilizations	Houghton Mifflin
7	English Language Arts	Holt McDougal Literature 2012	Houghton Mifflin
7	English Language Development	HMD Literature 2012 Interactive Online Access	Hampton Brown
7	Math	CA Digits	Pearson
7	Science	Life Science	CPO
7	Social Studies	World History: Medieval and Modern Times	McDougal Littell
8	English Language Arts	Holt McDougal Literature 2012	Houghton Mifflin
8	English Language Development	HMD Literature 2012 Interactive Online Access	Houghton Mifflin

8	Math	CA Digits	Pearson
8	Science	Physical Science	CPO
8	Social Studies	Creating America: A History of the United States	McDougal Littell

Instructional Methods to Deliver the Curriculum and Ensure Student Mastery of Standards

At Celerity student mastery of Common Core State Standards is a collaborative process across grade levels and subject areas. Students are exposed to a common core aligned curriculum that is integrated across subject areas. Elements of literacy and complex informational text are visible throughout science, history, art, and math lessons. Students have several opportunities throughout the year to utilize their cross-curricular knowledge to address real world problems through problem based learning and performance tasks. Celerity uses weekly data reflections, benchmarking, common core aligned computerized assessments, research and writing experiences, and qualitative observations to inform teachers, support staff, and administrators as they collaboratively plan to meet all students’ individual needs in the process of standards mastery.

The instructional program is built around Lauren Resnik’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.

Daily expectations will be placed on students socializing them to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students will be 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 will consist 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 will ensure that teachers understand the more complex middle school standards and are able to teach students the grade-level appropriate content standards with depth and that students are able to demonstrate mastery of the content standards.

During block scheduling, students will transition between teachers and attend 3 classes of 100 minutes on Mondays, Tuesdays, Wednesdays, and Thursdays, meeting with their odd period teachers on Mondays and Wednesdays and meet with their even period teachers on Tuesdays and Thursdays. On Fridays, students will meet and attend all 6 periods for 50 minutes each. During the last 35 minutes of each school day, the review/ELD/IWT block will be devoted to ELD instruction for EL’s while non-ELD students go to their homeroom Advisory period for support.

The block scheduling will enable 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. As students transition into the middle school environment, the block schedule will also allow for more technology instruction and will allow for technology to be integrated into the other core content areas. The goal of the technology program is for students to be technologically literate, knowing how to use the computer in the ways professional use it daily. In addition to receiving explicit instruction in basic typing skills, Word, Excel, PowerPoint, students will learn illustration and modeling applications in order to generate art work. Multi-media arts (music and video production) will be integrated through projects in a variety of subjects (creating movies of ways to meet the Millennium Development Goals, music videos explaining the structures within human cells and the functions of each structure, etc.).

The Instructional Environments

Celerity's environment will provide evidence of a highly rigorous curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all of the students. This environment will be comprised of the principles explored below:

- Academic Rigor in a Thinking Curriculum

This principle calls for a commitment to a knowledge core. Students only acquire robust, lasting knowledge if they themselves do the mental work of making sense of the problem. Students will construct their own knowledge, and the ideas they develop will be in good accord with known facts and established concepts.

Celerity will integrate rigor of content with high-level thinking and active use of knowledge. Reading comprehension, reasoning, writing, and problem solving—all of these thinking skills depend on what an individual knows.

We will have an articulated curriculum that progressively deepens students' understanding of core concepts while avoiding needless repetition.

Every instructional task and assignment, including extended projects in which original work and revision to standards is expected, will demand students to raise questions, problem solve, think and reason. Students will be challenged to construct explanations for their thinking and justification for their arguments, not just to get the right answers.

- Accountable Talk

During whole class discussion, small group work, peer or teacher conferences, and interviews, students will be accountable to: the learning community; knowledge and standards of evidence that are appropriate to the subject; and generally accepted standards of reasoning. Students will need to explain their reasoning, give justifications for their proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, or interpret and revoice other students' statements.

- Clear Expectations

Teachers will communicate clear expectations about what students will learn, how they will learn, and what qualifies as good work. They will set explicit content and performance standards that all students will work to achieve, and will make those standards clear to everyone—students, teachers, principals, parents, and the community—by displaying and discussing them regularly. Students will know what is expected and will be able to assess their progress toward a set goal. They will therefore be able to take responsibility for their own learning. Students' accomplishments will frequently be recognized and celebrated.

Students will internalize the expectations by developing rubrics and criteria charts that express the standards for quality work in their own words. By reflecting on exemplars and models of student work that meet or are on the way to meeting standards, students will learn to judge the quality of their own and others' work.

o Self-Management of Learning

Students will be explicitly taught to assume responsibility for their own learning through scaffolded learning experiences. They will monitor and regulate their own cognitive processes with increasing spontaneity and sophistication. They will monitor their own understanding of concepts and reflect what is being learned. They will check for new insights among prior understanding, and connect new information to their background knowledge by using metacognitive skills as well as by taking responsibility for their own learning. Since students will take responsibility for their own engagement with learning, they will work productively, independently, with a partner, or in small groups—without the need for constant adult supervision.

o Learning as Apprenticeship

Extended projects and presentations of finished work to interested and critical audiences will be used. The environment will be organized so that complex thinking and production is modeled and analyzed.

Celerity will utilize cognitive apprenticeship which includes: modeling and observation, active practice, scaffolding, coaching, and guided reflection.

- Modeling and observation. Through this observation, mediated by conversations in which critical features of the work or product are pointed out and processes analyzed, students learn to discriminate good from poor practice, and acceptable from unacceptable outcomes.
- Active practice. Students practice learning by developing products and performances under controlled conditions in and beyond the classroom.
- Scaffolding. Products will be created jointly with apprentices doing the part they can and masters or more advanced apprentices doing the more

demanding parts. As student apprentices begin to develop competence in a content area, teachers will gradually reduce the amount of support and scaffolding. Self management skills will develop alongside expertise.

- Coaching. Student apprentices will be coached by their teachers, visiting experts, and their more advanced peers, who observe, comment, challenge and suggest modification to the work.
- Guided reflection. Students will have the opportunity to continually engage in considering, evaluating, and improving on their work.

- Fair and Credible Evaluations

The content of the evaluations will be known in advance allowing for systematically and effectively study. The content of the evaluation will be related to the taught curriculum.

- Recognition of Accomplishment

Students' progress toward the achievement of rigorous performance standards will be frequently recognized and celebrated by special events and occasions that regularly allow family members, friends, and others who are important in their lives to witness and applaud the children's accomplishments.

Culturally Responsive Standards-Based Classrooms and School

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.

Classroom and school environment will reflect students' culture and cultural context with multimedia learning centers that provide access to diverse learning styles such as listening centers, video equipment and computers. The classroom libraries will be culturally relevant and will reflect the students' specific cultures. The learning environment will reflect student participation in a variety of ways, such as student created bulletin boards, presentations, project displays, etc.

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, storytelling, and KIVA process. 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.

Principles of Learning, Project Based Learning, and Culturally Relevant and Responsive Education are woven into our instructional materials, both print-based and computer-based, in order to ensure student mastery of the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), the English Language Development Standards (ELD) and other state content standards. Students’ projects include a technology component, in which they use the Microsoft components to present their finished piece. Additionally, students track their progress (Self-Management of Learning) using online assessments that show standards mastery.

How the Instructional Program Provides and Supports Student Use of Technology

Celerity’s instructional program provides real world preparation for students for the future and for 21st century standardized assessments. Technology is integrated into the curriculum for instructional delivery, formative assessments, teaching math skills through math standards, and maintaining our student information system. We have incorporated Study Island and ST Math to supplement the curriculum and assess student learning. The ST Math™ program and Study Island includes comprehensible grade level English Language Arts and math activities in a wide-range of interactive formats aligned to California Common Core Standards. Students are motivated to learn abstract math concepts, critical thinking math and problem solving skills visually through comprehensible steps. The program meets students at their instructional level. With our technology-integrated instructional program students will progress toward the new standards and ultimately prepare for Smarter Balanced and other online assessments. Principals and other school leaders will monitor the implementation of our instructional program using student data and weekly classroom observations.

Transitional Kindergarten

Celerity’s Transitional Kindergarten program is the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that includes social, emotional, and cognitive outcomes and benchmarks.

Academic Calendar and Schedules

CRCS will operate on a single track, 175-day academic schedule. Teachers will participate in 15 additional days of professional development prior to the beginning and during the school year.

Year	School Starts	School Ends	Holidays	Breaks	Professional Development /Pupil Free Days	Early Dismissal Days
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Celerity Charter Schools *Calendar 2016-2017*

2016 - 2017	August 16, 2016	June 5, 2017	Labor Day Veteran's Day Thanksgiving Martin L. King Day Presidents' Day Memorial Day	Winter Break 12/19/16 - 1/6/17 Spring Break 3/20/17 - 3/24/17	Professional Development 8/1 - 8/12/16, 9/2/16, 10/7/16, 11/18/16, 2/3/17 & 3/27/17 Pupil Free 8/15/16 & 6/6/17	9/21/16 (Back to School Night), 11/7- 11/11/16 (Parent Conferences), 2/15/17 (Open House), 2/27- 3/3/17 (Parent Conferences)
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Celerity Charter Schools

Calendar 2016-2017

August 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2016 (12 Instructional Days)

- 8/1- 8/12-Teacher Prof. Dev.- No School
- 8/15 – Pupil Free Day-Meet & Greet
- 8/16 – First day of instruction

September 2016

Sun	Mon	Tue	We	Thu	Fri	Sat
				1	2	3
4	5*	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September 2016 (20 Instructional Days)

- 9/2- Teacher Prof. Dev.- No School
- 9/5– Labor Day Holiday
- 9/21-Back-To-School Night-2pm Dismissal

October 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2016 (20 Instructional Days)

- 10/7- Teacher Prof. Dev.- No School

November 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2016 (15 Instructional Days)

- 11/7 – 11/11 – Parent Conferences-2pm Dismissal
- 11/11- Veterans' Day Holiday
- 11/18 – Teacher Prof. Dev.- No School
- 11/21-11/25 – Thanksgiving Holiday

Celerity Charter Schools

Calendar 2016-2017

December 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 2016 (12 Instructional Days)

- 12/19-12/30 Winter Break

January 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16*	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2017 (16 Instructional Days)

- 1/2- 1/6 – Winter Break
- 1/9 – Classes Resume
- 1/16 – Martin Luther King Jr. Holiday

February 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 2017 (18 Instructional Days)

- 2/3-Teacher Prof Dev. Day – No School
- 2/13 – Presidents’ Holiday
- 2/27 – Parent Conferences – 2pm Dismissal

March 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 2017 (17 Instructional Days)

- 3/1- 3/3 – Parent Conferences – 2pm Dismissal
- 3/20 – 3/24 – Spring Break Holiday
- 3/27 – Teacher Prof Dev. Day – No School
- 3/28 – Class Resume

Celerity Charter Schools

Calendar 2016-2017

April 2017 (20 Instructional Days)

April 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29*	30	31			

May 2017 (22 Instructional Days)

- 5/29 – Memorial Day Holiday

June 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	18	20	21	22	23	24
25	27	28	29	30		

June 2017 (5 Instructional Days)

- 6/5-Last Day of Instruction
- 6/6- End of the Year Pupil Free Day
- 6/6-Teachers' End Day

	Pupil Free Day
	Teacher Professional Development Day
	Parent Conferences/Back-to-School Night/Open House
	Intersession Breaks – NO SCHOOL
	* Holidays

Instructional Time and Academic Calendar

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 175-day semester schedule with hours of instruction exceeding the minimum required by the state of California. Our daily instructional schedule and yearly calendar would have the following features:

- The school will utilize a daily block schedule, in grades 7th & 8th, and may utilize a block for grade 6, enabling our teachers to implement project-based integrated and thematic instructional strategy. There shall be six periods each day of 50 minutes long for Friday and a block schedule, of 100 minutes for three periods on Monday, Tuesday, Wednesday, and Thursday. In addition to the above, there will be a targeted 35 minute period each day to address Homeroom Advisory, ELD, Enrichment depending on the need of each student. This time may be used for culture building activities, targeted English Language Development lessons, or reteaching or extension of the standards currently being taught.
- Our instructional time shall be maximized through a reduction in interruptions such as a call to the office, public address announcements, and extra-curricular activities.
- Homework will be assigned in all subject areas and used as a means for both independent practice and exploration of new concepts.
- Students, faculty and staff will participate in advisory meetings and student assemblies.

Proposed Bell Schedule

Celerity Rolas Charter School is proposing a school schedule that exceeds the 200 minimum instructional minute requirements in kindergarten and 320 minutes for grades 1st – 8th as set forth in the Education Code for non-charter elementary school programs. During parent conferences, CRCS may use an early dismissal schedule.

Grade	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Total Instructional Minutes
K/1	8:10	9:30	9:50	11:40	12:20	2:45	335
2/3	8:10	9:55	10:15	12:00	12:40	2:45	335
4	8:10	9:30	9:50	11:50	12:30	2:45	335
5/6	8:10	9:55	10:15	12:35	1:15	2:45	335
7/8	8:10	9:50	10:10	11:50	12:30	2:45	335

Celerity MEETS OR EXCEEDS ALL State Requirements

Total Instructional Days 2016-17 School Year – 175

	State Required Instructional Time	Celerity's Instructional Time Offered

<i>Kinder</i>	36,000 minutes	58,075 minutes
	175 days	175 days
Grades 1 – 3	50,400 minutes	58,075 minutes
	175 days	175 days
Grades 4 – 8	54,000 minutes	58,075 minutes
	175 days	175 days
Total Instructional Days 2016 – 2017 School Year: 175		
Total Instructional Minutes = 58,075 minutes		

Below are sample daily schedules (regular, early dismissal) per grade level. Instructional schedules are based upon the following concepts and guiding principles:

For Kindergarten and First Grade, English Language instruction will include two hours and 50 minutes or 170 instructional minutes. These instructional minutes will include a 30-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of Celerity’s literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 40 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for EL’s while non-ELD students have opportunities to work in small flexible groupings on activities such as re-teach or pre-teach activities, partner reading, and journal writing. In addition, the instructional program also includes a 50 minute block of PE and visual and performing arts.

The student schedule for the middle elementary grades, second and third, differs from the primary students. As student transition from the primary years, their schedule is modified to meet their instructional and developmental needs. One of the key differences from the Kinder and First Grade Schedule is longer instructional blocks in the areas of Math and English Language Arts.

For Second and Third Grade, English Language instruction includes two hours and 50 minutes or 170 instructional minutes. These instructional minutes include a 20-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of Celerity’s literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 60 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for EL’s while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, and journal writing. In addition, the instructional program also includes a 50 minute block of PE and visual and performing arts.

As Fourth graders become proficient readers and read to learn instead of learning to read, the English Language instruction decreases to two hours and 15 minutes or 135 instructional minutes. These instructional minutes still include a 15-minute read aloud during the afternoon Language Arts block and are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 50 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, Daily Oral Language, ST Math, and journal writing. In addition, the instructional program also includes a longer block of 60 minutes where students participate in alternating classes of PE and Visual and Performing Arts. The increase in this block of instruction begins to prepare students for the block schedule they will transition into when they move to the middle school grades.

As Fifth graders continue to become proficient readers, English Language instruction decreases to two hours or 120 instructional minutes. The schedule also includes 50 minutes of mathematics instruction. The instructional block of alternating Social Studies and Science instruction has now increased to 1 hour and 15 minutes or 75 instructional minutes. It is during this block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. The increase in this block of instruction continues to prepare students for the block schedule they will transition into when they move to the middle school grades.

A 30-minute block is devoted to ELD instruction for EL's while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, writing projects that are in different phases of the writing process, sustained silent reading, Daily Oral Language, ST Math, projects, and journal writing. In addition, the instructional program also includes a block of 60 minutes where students participate in alternating classes of PE and Visual and Performing Arts.

One of the biggest differences between the 6th through 8th grade schedule and students in self-contained classrooms (K-5, or in rare instances a self-contained 6th grade class) is the transition to block scheduling and attending class with multiples teachers per day. Students on the block scheduling attend 3 classes of 100 minutes on Mondays, Tuesdays, Wednesdays, and Thursdays meeting with their odd period teachers on Mondays and Wednesdays and meet with their even period teachers on Tuesday and Thursdays. On Fridays, students meet attend all 6 periods for 50 minutes each. Another difference is the review/ELD/IWT during the last 35 minutes of each school day. This block is devoted to ELD instruction for EL's while non-ELD students have support in homeroom Advisory. The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach content to mastery while integrating content areas and using hands-on learning activities.

Sample Instructional Schedules

Grades Kindergarten through First Grade (Regular)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:40	Math	Math	Math	Math	Math
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:10-1:55	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:55-2:45	PE	Visual and Performing Arts	PE	Visual and Performing Arts	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades Kindergarten through First Grade (Early Dismissal)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:40	Math	Math	Math	Math	Math
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:10-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:00-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades Second through Third Grade (Regular)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:00	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:00-1:55	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:55-2:45	PE	Visual and Performing Arts	PE	Visual and Performing Arts	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades Second through Third Grade (Early Dismissal)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:00	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:00-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:00-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

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Grade 4 (Regular)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:45	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
12:45-1:45	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:45-2:45	PE	Visual and Performing Arts	PE	Visual and Performing Arts	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grade 4 (Early Dismissal)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-12:45	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
12:45-1:45	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
1:45-2:00	Dance	Art	PE	Technology	Music
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:00-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades Fifth through Sixth Grades (Regular)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:35	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
12:35-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.
1:45-2:45	PE	Visual and Performing Arts	PE	Visual and Performing Arts	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades Fifth through Sixth Grades (Early Dismissal)

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:55-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:50	Math	Math	Math	Math	Math
11:50-12:35	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
12:35-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.
1:45-2:00	Dance	Art	PE	Technology	Music
2:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:00-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring

Celerity Rolas Charter School Appeal Petition

Grades 7 & 8 Block Scheduling (Regular)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:50	Art 7/Art8	Physical Education 7/8	Art 7/Art8-Technology	Physical Education 7/8	Art 7/Art8-Dance <hr/> Physical Education 7/8
9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:10-11:50	Earth Science/ Physical Science	Math 7/ Math 8	Earth Science/ Physical Science	Math 7/ Math 8	Earth Science/ Physical Science <hr/> Math 7/Math 8
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-2:10	English 7/English 8	Ancient Civilizations/ US History	English 7/English 8	Ancient Civilizations/ US History	Eng 7/Eng 8 <hr/> Ancient Civilizations/ US History
2:10-2:45	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory
2:45	After-school Tutoring	After-school Tutoring	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)

Celerity Rolas Charter School Appeal Petition

Grades 7 & 8 Block Scheduling (Early Dismissal)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:50	Art 7/Art8	Physical Education 7/8	Art 7/Art8-Technology	Physical Education 7/8	Art 7/Art8-Dance <hr/> Physical Education 7/8
9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:10-11:50	Earth Science/ Physical Science	Math 7/ Math 8	Earth Science/ Physical Science	Math 7/ Math 8	Earth Science/ Physical Science <hr/> Math 7/Math 8
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:30	English 7/English 8	Ancient Civilizations/ US History	English 7/English 8	Ancient Civilizations/ US History	Eng 7/Eng 8 <hr/> Ancient Civilizations / US History
1:30-2:00	ELD 7/ELD 8	ELD 7/ELD 8	ELD 7/ELD 8	ELD 7/ELD 8	ELD 7/ELD 8 <hr/>
2:00	After-school Tutoring	After-school Tutoring	After-school Tutoring	After-school Tutoring	After-school Tutoring

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Nu of Mi Ab Be S Re
TK/K	Yes	164	335	11	285					175	36000	58075	22
1	Yes	164	335	11	285					175	50400	58075	70
2	Yes	164	335	11	285					175	50400	58075	70
3	Yes	164	335	11	285					175	50400	58075	70
4	Yes	164	335	11	285					175	54000	58075	40
5	Yes	164	335	11	285					175	54000	58075	40
6	Yes	164	335	11	285					175	54000	58075	40
7	Yes	164	335	11	285					175	54000	58075	40
8	Yes	164	335	11	285					175	54000	58075	40
9	No									0	64800	0	64
10	No									0	64800	0	64
11	No									0	64800	0	64
12	No									0	64800	0	64

Professional Development

Students learn best with teachers who are knowledgeable of their subject field, are well trained to deliver rigorous instruction, and to attend to the diverse needs of each student as an individual. Celerity Rolas 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 work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Celerity Rolas Charter School will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria and are committed to our core values and beliefs. Celerity Rolas will recruit through hiring fairs, advertising, and targeted University contacts.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Celerity Rolas Charter School assures that its staff will attend and/or conduct professional development activities that support access by students with disabilities to its general education program. Our administrators will conduct individual teacher performance evaluations based on clear benchmarks for performance.

CRCS teachers plan cross curricula, standards-based projects in grade-level teams three (3) times a year, prior to the start of each progress reporting period. In teams, teachers create project-based performance assessments integrating Common Core State Standards. The teams then map and plan backwards benchmark lessons and assessments which will teach their students the skills necessary to successfully demonstrate mastery on the performance assessments. Two (2) to three (3) weeks prior to the end of each reporting period, CRCS teachers meet in teams to validate and analyze student performance assessment work samples. This data is then used to guide and plan instruction for the next trimester. Throughout the trimester, teachers are provided opportunities to observe each other teaching lessons. CRCS teachers are also given time to meet in collaborative teams to reflect, critique each others' lessons, and provide feedback.

CRCS' leadership monitors the school's educational program by reviewing assessment data (e.g. progress reports, state test reports, Study Island, SchoolNet, ST Math, etc.) with teachers.

Teacher teams identify grade-level strengths and weaknesses and report their findings to the staff. As a staff, school-wide strengths weaknesses are identified based on the findings and school-wide goals are created. Action plans to achieve the goals are then created and implemented. Throughout the school year, planning sessions are held to discuss the effectiveness of the after school tutoring program. Teachers communicate with the after-school tutoring staff to specifically target the supplemental instruction to meet each student's needs.

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." This would enable them to involve our 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 ten day paid faculty training aimed at developing standards-based curricula guidelines and lesson plans. 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. Additional ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data as well as teacher identified growth needs and interests. Having an opportunity to meet together for such long periods would help promote the spirit of cooperation among our teachers as they create thematic and integrated lesson plans. Additionally, teachers will meet every Wednesday at the end of the school day to do common planning, analyze student work and receive targeted professional development that is identified as needed between the full day professional development days. Professional development is differentiated for new teachers and returning teachers according to need.

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.

In order to provide quality instructional program in all subject areas the Celerity Rolas Charter School will implement professional development programs that would ensure that:

- Teachers are technologically proficient and able to integrate technology into the learning process.
- Teachers possess an in-depth understanding of content standards and continuously strive to increase their knowledge of content.
- Teachers receive excellent training about both pedagogy and content to ensure that they are able to use a variety of instructional strategies in conveying the content of the subject area.
- Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to students' needs.
- Teachers effectively organize instruction around goals that are tied to standards and direct student learning.
- Teachers utilize both classroom assessments and standardized tests results to guide instruction.

- Each teacher develops in cooperation with the Principal or designee an annual professional development plan in line with our long-term professional development goals.
- At the end of the academic year, teachers submit a professional growth portfolio showcasing how they accomplished their annual professional development plans.

Professional development will focus on topics such as Principles of Learning, Project Based Learning, Culturally Relevant and Responsive Education, data analysis, unpacking standards, and Instructional Strategies for Teaching the Common Core. Professional development will be delivered by the Curriculum Specialists and Principal, Central Staff, outside consultants who are experts in their fields, and textbook publishers.

Meeting the Needs of All Students

The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. CRCS will provide for all learners, including English Language Learners, Gifted and Talented Students, Students Achieving Below Grade Level, Socio-Economically Disadvantaged/Low Income Students, Students with Disabilities, and Students in Other Subgroups, 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.

Individual Learning Plans (ILP)

Celerity Rolas Charter School 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 Rolas 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.

Low achieving students will initially be identified based upon low achievement scores as identified through the use of the following assessment tools: Smarter Balanced Assessment and/or Internal Benchmark reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, publisher provided Curriculum-Based Assessments, Study Island, and SchoolNet. For English Language Learners, initial date of identification as an EL or IFEP and progress in ELD level will also be reviewed and taken into consideration.

The ILP will therefore not only set achievement benchmarks but shall outline the resources necessary to achieve the set goals for all students. It will be used to pinpoint effective practices to meet the student's needs, and identify resources each student needs to be successful at Celerity Rolas Charter School. ILPs shall spell out student's long-term goals and the short term plans necessary to accomplish such goals. Students, teachers, and parents will collaborate in making recommendations and suggestions for any needed interventions, and together they will share responsibility for the student's accomplishments. Teachers will review each student's ILP monthly. By participating in the design of their learning plans, students will identify their individual learning styles, and develop potential academic strengths in an atmosphere of positive reinforcement and motivation.

Identifying Students In Need of Intervention- Intervention Strategies

Celerity Rolas Charter School will implement intervention strategies that reduce student dropout and underachievement. In identifying students in need of intervention assistance, Celerity Rolas Charter School will use the LAUSD risk factor indicators which include:

- Poor peer relationship
- Immature-easily influenced
- Disruptive behavior
- Frequent suspensions/expulsions
- Frequent health problems

Intervention will be provided through the afterschool tutoring program where students who do not demonstrate mastery of grade-level standards receive intensive and strategic academic support to address areas of weakness as identified by the student's teacher. The after school program will also provide additional opportunities for students to benefit from software programs such as ST Math and Study Island.

In addition, students identified for intervention via the LAUSD risk factor indicators above 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 will be a total school commitment to providing assistance in the general education classroom to students who need intervention and support. It will begin with a meeting involving the school Principal, teachers, parents and other school resources, who are responsible for working with a student who requires assistance. The meeting will provide 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 will function to stimulate the school community to work together with the common purpose of

providing appropriate interventions and assistance for students who need intervention and support.

Counseling will be an integral part of Celerity Rolas 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. The counseling program will be 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.

English Learners (ELs)

New EL students will be 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. Once California transitions to the English Language Proficiency Assessments for California (ELPAC), the ELPAC will be the test used to determine proficiency levels of students. Identified EL students will be monitored by teacher observations, the annual CELDT/ELPAC test, and their academic progress. Celerity implements its own EL Master Plan.

Once an English learner student is identified, a conference will be scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting will be incorporated into the student's ILP.

Celerity Rolas Charter School will ensure that teachers will be EL certified. Celerity Rolas Charter School will make every effort to recruit teachers who hold a valid credential as well as a bilingual or ESL endorsement (state authorization to teach English learners such as BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

The English Language Development Program will be a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction will be differentiated to address specific needs. The students will be actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work.

CRCS will use 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 will:

1. activate and build on prior knowledge
2. set the purpose for learning
3. focus on acquiring vocabulary in context
4. provide opportunities for direct teaching of skills and problem solving
5. provide opportunities for scaffolded language and content

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

To help ensure access of EL students to all content areas, Celerity Rolas Charter School will provide staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. Additionally, any teacher who teaches EL students will hold an appropriate credential or will demonstrate satisfactory progress toward obtaining such credentials.

CRCS will use the following instructional materials and instructional resources to support ELD & ESL students: classroom instruction will be aligned to ELD instructional framework and standards, students will be taught how to use thesauruses, English Language Arts textbooks and materials will be state-adopted and contain a built-in ELD component, supplemental ELD material from publishers such as Houghton Mifflin will be used in the 4th through 8th grade classrooms, each classroom will contain a culturally relevant classroom library, classroom instruction will incorporate the use of hands-on activities using realia and manipulatives, and technology will be used as a tool for language acquisition.

To assist students who do not progress through the ELD Levels, CRCS teachers will infuse culturally relevant pedagogy into the classrooms. In addition, grade-level collaborative units and projects will contain differentiated lessons for ELs. Classroom instruction will incorporate the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition will also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios will also be used to monitor and document language acquisition for each EL. ELs will also have opportunities to receive additional instructional support during CRCS' after-school tutoring.

7th and 8th grade EL students will receive daily ELD instruction during the review block period. During this period, the 7th and 8th grade EL students will receive direct ELD instruction through the use of supplemental ELD resources from publishers such as Highpoint by Houghton Mifflin.

The school principal will evaluate the school's English Learner Program annually based on analyzing data on reclassification rates as well as movement of students through performance levels. The principal will use the following goals to determine that the EL program has been successful:

- Our reclassification rate will exceed 10% on a yearly basis
- 80% of all limited English proficient students will increase one performance level on the CELDT/ELPAC and/or will be proficient in ELA and Math as measured by the Smarter Balance and/or internal assessments

The goal for reclassification is for all EL students to gain fluency in English as quickly as possible in a non-threatening setting. Celerity Rolas Charter School will use the following criteria for reclassifying English Language Learners:

EL Students in grades 1 and 2:

1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

2-The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.

3-The student meets proficiency goals on three consecutive ELA Benchmark Assessments (SchoolNet and Curriculum Based Unit Assessments)

4-The parent has been consulted and notified that the student is eligible for Reclassification.

EL Students in grades 3 through 5:

1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

2-The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.

3-The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal benchmarks.

4-The parent has been consulted and notified that the student is eligible for Reclassification.

EL Students in grades 6 through 8:

1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

2-The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal assessments.

3-The student is judged successful in a mainstream English program based on a grade of C or better in English.

4-The parent has been consulted and notified that the student is eligible for Reclassification.

Celerity Rolas Charter School will adhere to all applicable federal, state, and judicial mandates for English Learners

EL students are identified in SchoolNet, which links to our Power School SIS system, allowing for teachers to monitor and track students in this subgroup. Further, teachers and administrators track the progress of reclassified (RFEP) students on their benchmark exams to ensure academic progress is continuing.

We monitor our students closely and consistently from early on and implement language and academic support in order to prevent students from becoming Long Term English Learners (LTELs). However, should students become LTELs, research shows that the following supports are important: urgency, a focus on the distinct needs of LTELs, strategies to address academic gaps and language development, rigor and relevance, relationships, and integration without sacrificing access. Teachers have access to previous year's ELD portfolios in order to analyze how long students have been English Learners. Once they have identified students who are LTELs, they use differentiated teaching strategies to support their access to the content. They plan for each lesson by analyzing the language demands of the content being taught, and creating precise language objectives. In particular, they focus on active student engagement and oral academic vocabulary. They track how students perform both on weekly assessments and benchmark exams to monitor their progress.

Our plan for meeting the new ELD standards is divided into three phases: awareness, transition, and implementation. In the awareness phase, through professional development, we introduce the new content and format of the ELD Framework and standards, the differences and similarities between the new ELD and previous ELD standards, and ensure teachers and administrators had an understanding of the new proficiency levels. In the transition phase, we provide additional professional development in unpacking ELD standards and supporting teachers in understanding the new ELD standards, designated and integrated instruction, and assessment. In the implementation phases, we continue to provide professional development regarding resources, instruction, and assessment of the standards. There will be a greater focus on ELD instruction and differentiation as a regular feature of instruction in all content areas.

Celerity English Learner Instructional Plan

Overview

Celerity Charter Schools will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Celerity's English Language Development Portfolios will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

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. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process.

Celerity will monitor implementation of the Celerity English Learner Master Plan to determine the effectiveness of the program and the services we are providing our English Learners. In addition, we will provide timely feedback and identify needed modifications to all our stakeholders. Finally, we will utilize established internal accountability for administrators, curriculum specialist, teachers and stakeholders to ensure continuous growth for our English Learners.

Identification

Potential new EL students are first identified according to their home language survey. Students whose first language is not English are tested using the California English Language Development Test upon enrollment. Their scores on the CELDT determine their individual proficiency level for purposes of planning their instruction.

Parent Involvement and Notification

Once an English learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting is incorporated into the student's ILP.

Instructional Materials

Celerity Charter Schools uses the following instructional materials and instructional resources to support ELL students: classroom instruction is aligned to ELD instructional framework and standards, students are taught how to use thesauruses, English Language Arts textbooks and materials are state-adopted and contain a built-in ELD component, supplemental ELD material from publishers such as Houghton Mifflin, each classroom contains a culturally relevant classroom library, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology is used as a tool for language acquisition.

ELD Instruction

Celerity Charter Schools use 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

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. Teachers at existing Celerity campuses differentiate instruction for ELL students daily both in the integrated ELA-ELD time as well as during ELD block where non-ELL students work independently or centers while the teacher meets with the ELL students. 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 help ensure access of EL students to all content areas, Celerity Charter Schools provide staff development to all teachers of EL students in instructional methodologies that support the special learning needs of second language students. Additionally, any teacher who teaches English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

Celerity Charter Schools makes every effort to recruit teachers who are bilingual or have state authorization to teach English learners such as BCLAD, CLAD, SB 1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

Monitoring Progress

Identified EL students are monitored by teacher observations, the annual CELDT test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy validates EL students by embracing the cultures from which student come from, integrating students' culture in the learning process, and motivates students to learn by making learning relevant. 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, SchoolNet Benchmark Assessments, and Study Island Assessments), ILPs, and ELD Portfolios. ELLs also have opportunities to receive additional instructional support during Celerity Charter Schools' after-school tutoring.

Curricular Focus	Measurable Outcomes	Goals	Instrument
English Language Development	<ul style="list-style-type: none"> • Demonstrate verbal and written proficiency in English according to ELD standards • Students will advance one ELD level each year in the lower ELD levels. 	<p>Percentage of students increasing one performance level on the CELDT/ELPAC will exceed 80% each year.</p> <p>Percentage of students redesignated will exceed 10% each year.</p>	<ul style="list-style-type: none"> •CELDT (Annual) •Teacher Grade-level created Performance Assessments (Once per trimester) •Journeys/McDougal Littell Curriculum Based Assessments •Individual student conferences (4 times per year) •Assessments (Initial identification & According to Pacing Plan)

Reclassification Criteria:

The goal for reclassification is for all ELL students to gain fluency in English as quickly as possible in a non-threatening setting. Celerity Charter Schools use the following criteria for reclassifying English Learners:

ELL Students in grades 1 and 2:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 (proficient or at grade-level) or 4 (advanced or above grade-level) in English Language Arts on the Elementary Progress Report.
- 3- The student meets proficiency goals on three consecutive ELA Benchmark Assessments (SchoolNet and Curriculum Based Unit Assessments)
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

ELL Students in grades 3 through 5:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.
- 3- The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal assessments.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

ELL Students in grades 6 through 8:

- 1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2-The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal assessments.
- 3-The student is judged successful in a mainstream English program based on a grade of C or better in English.
- 4-The parent has been consulted and notified that the student is eligible for

Reclassification.

Celerity Charter Schools adhere to all applicable federal, state, and judicial mandates for English Learners.

Gifted and Talented Students and Students Achieving Above Grade Level

Celerity Rolas Charter School opposes tracking, and therefore does not identify students for gifted- only classes. High achieving students are identified by scoring in the advanced level on standards-based benchmark assessments and achieving mastery in all core courses with a score of 4 or an A on their report card. These students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. In order to ensure high performing students are provided enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to create learning activities that target the needs of all students, using strategies such as:

- Using different text levels in independent reading and guided reading instruction.
- Appropriate and flexible grouping
- Significant interaction with intellectual peers
- Assigning challenge problems for early finishers.
- Vertical enrichment projects aligned to academic learning.
- Activities to hone thinking, reasoning, communication and self-regulation skills.

- 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 Achieving Below Grade Level

Celerity Rolas Charter School shall have the primary goal of increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The initial component of Celerity Rolas Charter School's program for low-achieving students will be early identification of students with deficiencies in any academic subject but especially Mathematics, Science, and English Language through our Individual Learning Plans (ILPs). Professional development for our teachers will include specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. Upon identification of any student as low achieving:

- Parents will be informed of the student's academic standing within one week of identification.
- Within two weeks of identification, the school will schedule a conference between the student, parent, teachers, and the administrator or his/her designee to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.
- In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher's assistant.
- Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance.

Low achieving students will initially be identified based upon low achievement scores as identified through the use of the following assessment tools: Smarter Balanced Assessment and/or Internal Benchmark reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, publisher provided Curriculum-Based Assessments, and SchoolNet. For English Language Learners, initial date of identification as an EL or IFEP and progress in ELD level will also be reviewed and taken into consideration. Some instructional strategies utilized for low achieving students will include: pre-teaching and re-teaching skills and lessons in small groups, using visual cues, repetition, modeling, using graphic organizers, print-rich room environment, teaching through hands-on activities using realia, and tutoring (in-school and after-school). Teachers monitor the progress of students in this subgroup weekly in their data reflections, as well as after each benchmark exam on their Action Plans.

Students at Risk of Retention

Celerity Rolas Charter School holds high expectations for all students. Therefore, there will be no social promotions at the school. 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 such as our afterschool program. 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 comprehensive support system for all students-including small classes and tutoring after school, this will ensure that our low achieving students do not fall through the cracks.

Socio-Economically Disadvantaged/Low Income Students

At Celerity Rolas Charter School, students from low socio-economic backgrounds will thrive and learn in a nurturing, caring, and collaborative environment. Low SES students are identified in SchoolNet, which links to our Power School SIS system, allowing for teachers to monitor and track students in this subgroup. A student is identified as Socio-Economically Disadvantaged if they meet any one of the three following conditions:

- (a) Enrolled in Free Meals Program
- (b) Enrolled in Reduced-Price Meals Program
- (c) Parent's highest level of education = 14 (Not a high school graduate).

Professional development will be focused on intentional instruction, reflecting a diagnostic approach that is driven by identified instructional needs. To support low SES students, CRCS teachers will receive training in the following topics: how to use assessment data to guide instruction, broad-based planning that sets meaningful benchmarks for improvement, the importance of positive teacher-student relationships, and how to incorporate continual monitoring and assessment to guide instruction. Professional development will also work to build a professional learning community.

The school provides the enrichment opportunity of the after school Expanded Learning program. Students receive daily homework help in small and whole groups. Students also participate in fun academic enrichment activities that are aligned to their grade level-pacing guides. Daily Social Enrichment activities include activities such as chess, character building, song, dance, and computer lab. All students receive physical and health promotion in the form of informative seminars centered on healthy behaviors and preventative measures as well as physical enrichment in the form of a variety of games and activities designed to stimulate physical activity. On Fridays, all students have the opportunity to participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, Celerity Rolas Charter School

Environmental, Spoken Word, School Reporter, Future Astronomer, Glee & Drama, and future Architect. The Clubs are designed to give students an insight into potential career options as adults, students participate in hands on exploratory activities such as model bridge construction, animal organ dissection, galaxy creation, and volcano creation.

Additionally, in order to meet the economic needs of low SES students and families, CRCS will hold parent workshops on issues related to economic need such as purchasing and accessibility of computers and internet, accessing free or low-cost health care, and accessing the after school program.

Teachers as well as school administration monitor the progress of students in this subgroup weekly in their data reflections, as well as after each benchmark exam in their Action Plans, and after the statewide test.

Low achieving low SES 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. In addition, CRCS teachers will use kinesthetic approaches, rubrics, graphic organizers, and flexible grouping for instruction based on identified student needs. Immediate intervention for struggling students will also be provided through one-on-one support, in-school and after school tutoring, and small group instruction.

Students with Disabilities

Provisions addressing matters related to students with disabilities can be found in the district required language.

Students in Other Subgroups

Foster Youth

Foster Youth will be identified based on their enrollment applications (Foster Youth is not asked for on the lottery form) or at other times during the year when foster parents inform the Office Manager of the child's foster status. We track Foster Youth through our student information system, PowerSchool. There is an assigned Foster Student Liaison who supports schools (including the school counselor) with their support of foster students. Through that support, Celerity meets the needs of each student individually (uniforms, counseling, etc). Longstanding partnerships with on and off site mental health providers are readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for Foster Youth are provided as needed through our COST (Coordination of Services Team) and SST

(Student Success Team) programs, which will be provided depending on need based on academic and behavior performance. Additional support to Foster Care families will be provided through our parent meetings, teacher and administrator open door availability, and weekly reports. Teachers will track how Foster Youth are performing academically in their Action Plans after each benchmark to ensure they are maintaining growth.

Standard English Learners (SELS)

Students identified for this subgroup will be low SES students who speak African American Vernacular English and Latino American Language. SELS have mastered a language variety that is of a non-mainstream form. Each of these varieties is based largely in English vocabulary and grammar, but employs its own phonological, lexical, syntactic, discourse, pragmatic and usage features. These non-mainstream varieties are systematic and highly structured, with explicit rules for forming sounds, words and sentences, and are highly effective and useful as language systems in their communities of practice. The retention and application of the complex linguistic rules of these English varieties generate differences between the students' home speech and the language of the school. We will use assessments that identifies features of AAVE and Mexican American English (Similar to CELDT). We will examine writing samples frequently since SELs tend to write in an oral style that reflects the dialectical.

Teachers and Curriculum Specialists will meet the needs of this subgroup through daily classroom instruction. Celerity will provide focused professional development such as:

- Develop teachers' knowledge, understanding and positive attitudes toward SELs and the non-standard varieties of language they use;
- Develop teachers' linguistic knowledge about non-standard varieties of English
- Incorporate this linguistic knowledge about non-standard varieties into instructional practice
- Use student engagement strategies and appropriate scaffolding techniques to improve SELs' access to core content
- Utilize a balanced approach to literacy instruction that includes instruction in all the cuing systems; syntactic, semantic, grapho-phonetic, and pragmatic
- CRRE
- Mainstream English Language Development Strategies

Celerity will monitor the progress of students in this subgroup through assessments and Performance Tasks that identify features of AAVE and Mexican American English such as students' ability to use context clues, word parts, multiple choice; examining writing samples frequently since SELs tend to write in an oral style that reflects the dialectical; and monitoring Fluency.

“A Typical Day”

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, and projectors and elmos for teachers, 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 visual and performing arts. 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 our After School Expanded Learning Program, which is focused on homework assistance and basic skills instruction through the use of technology. Students in the after school expanded learning 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 het culture is effective in uniting students and staff in a common educational endeavor and determining expectations for academics and behavior.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program

Celerity sets measurable goals and objectives for the school’s educational program. The goals are set for the school as a whole as well as subgroups within the school for each of the 8 state priorities. With these goals we identify the knowledge, skills, and aptitudes to be measured. The table in Element 1 describes the aforementioned goals and objectives.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the Common Core State Standards or the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science and visual and performing arts. Exit outcomes address the goals for all students: Regular, Low Achieving, Low Socioeconomic, English Language Learners, special education, and gifted.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The State Priorities table provided in Element 1 identifies and describes specific performance targets for all students and for subgroups that align with the 8 state priorities.

State standardized assessments will provide data for performance goals, proficiency rates, reclassification rates, and subgroup progress. During the period of transition to state standardized assessments based on the California Common Core Standards Celerity will use its internal benchmark to measure student academic performance and growth and analyze and share summative annual student achievement data. The final benchmark of the year is cumulative. Results are shared with staff, students, and parents.

For grades that do not take standardized assessments of core subjects, the school will utilize this internal benchmark to measure annual student academic achievement of the standards and set goals.

The State Priorities table in Element 1 also includes all other measurable goals, outcomes, and assessment tools. More detail is provided in the table below.

Curricular Focus	Measurable Outcomes	Goals	Instrument
English Language Arts	<ul style="list-style-type: none"> • Demonstrate literacy in reading, writing, speaking and listening by: • constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience • initiate reading opportunities and read 	Percentage of students achieving at the proficient and advanced level in the Smarter Balanced will increase by 5% each year.	<ul style="list-style-type: none"> • Teacher assignments (Weekly) • Performance assessments (Once per trimester) • Journeys/McDougal Littell Curriculum Based Assessments (weekly) • Writing portfolio (Bi-monthly)

	<p>independently for 30 minutes or longer</p> <ul style="list-style-type: none"> • write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem • apply the writing process and conventions of writing • use speaking skills to present information, narrative, and response to literature • apply presentation strategies effectively 		<ul style="list-style-type: none"> •Exhibits and projects (Once per Trimester) •Presentations (Once per trimester) •Progress report (3 times per year) •Individual student conferences (4 times per year) •Electronic Standards Based Assessments (SchoolNet (initial & 3 times per year), Study Island (quarterly and weekly reteach) •State standardized testing (Smarter Balanced)(Annual)
English Language Development	<ul style="list-style-type: none"> • Demonstrate verbal and written proficiency in English according to ELD standards. • Students will advance one ELD level each year in the lower ELD levels. 	<p>Percentage of students increasing one performance level on the CELDT/ELPAC will exceed 80% each year.</p> <p>Percentage of students redesignated will exceed 10% each year.</p>	<ul style="list-style-type: none"> •CELDT (Annual) •ELD Portfolios •Performance Assessments (Once per trimester) •Journeys/McDougal Littell Curriculum Based •Individual student conferences (4 times per year) Assessments (Initial identification & According to Pacing Plan)
Mathematics	<p>Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.</p>	<p>Percentage of students achieving at the proficient and advanced level on the Smarter Balanced will increase by 2% each year.</p>	<ul style="list-style-type: none"> •Teacher assignments (Weekly) •Performance assessments (Once per trimester) •Envisions/Digits Curriculum Based assessments

			<p>(According to pacing plan)</p> <ul style="list-style-type: none"> ● Student portfolio (Bi-monthly) ● Progress report (Three times per year) ● Electronic Standards Based Assessments (SchoolNet (initial & 3 times per year), Study Island (quarterly and weekly reteach) ● Individual student conferences (4 times per year) ● State standardized testing State standardized testing (Smarter Balanced) (Annual)
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	Percentage of students achieving at the proficient and advanced level in the CST will increase by 5% each year.	<ul style="list-style-type: none"> ● Teacher assignments (Weekly) ● Performance assessments (Once per trimester) ● Foss/CPO Curriculum based assessments (According to pacing plan) ● Student portfolio (Bi-monthly) ● Progress report (3 times per year) ● Individual student conferences (4 times per year) ● Electronic Standards Based Assessments (SchoolNet (initial &

			<p>3 times per year), Study Island (weekly)</p> <ul style="list-style-type: none"> ●State standardized testing (CST) (Annual)
History/Social Science	<p>Demonstrate proficiency of the contents standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.</p>	<p>Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.</p>	<ul style="list-style-type: none"> ●Teacher assignments (Weekly) ●Performance assessments (Once per trimester) ●Houghton Mifflin/McDougal Littell Curriculum based assessment (According to pacing plan) ●Student portfolio (bi-monthly) ●Electronic Standards Based Assessments (SchoolNet (initial & 3 times per year), Study Island (weekly)) ●Progress report (3 times per year) ●Individual student conferences (4 times per year)
Visual and Performing Arts	<ul style="list-style-type: none"> ● Connect the arts with all other content areas. ● Talk about, evaluate, and describe the arts, using specific criteria. ● Demonstrate an understanding of how culture and the arts interact. ● Demonstrate ability to read, write, and perform in each of the arts disciplines. ● Demonstrate expression through 	<p>Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.</p>	<ul style="list-style-type: none"> ●Performances (Once per trimester) ●Portfolio (bi-monthly) ●Progress report (3 times per year)

	<p>movement and spatial awareness.</p> <ul style="list-style-type: none"> • Demonstrate a sense of self-confidence and knowledge of their place in history and society. 		
Physical Education	<ul style="list-style-type: none"> • Become physically educated, physically fit, and be able to enjoy a variety of physical activities. • Demonstrate a commitment to lifelong health and physical well-being. • Develop self-improvement, participation, and cooperation skills. 	90% of students continuously enrolled will participate successfully in the fitnessgram test.	<ul style="list-style-type: none"> • Performance assessments (4 times per year) • Observation checklists (Bi-monthly) • Progress report (3 times per year) • State standardized testing (Annual) Fitness Gram for 5th and Middle School
Technology integration to reach proficiency across content areas	<p>Students will utilize technology, such as web based research, Microsoft Office, and educational websites to:</p> <ul style="list-style-type: none"> • Demonstrate literacy in reading, writing, speaking, and listening • Demonstrate verbal and written proficiency in English • Demonstrate fluency in mathematical concepts, mathematical reasoning, and computational skills. • Demonstrate proficiency of the content standards in science • Demonstrate proficiency of the content standards in history 	<p>All students are integrating technology across content areas.</p> <p>The percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.</p>	<ul style="list-style-type: none"> • Teacher assignments (Weekly) • Performance assessments (Once per trimester) • Individual student conferences (4 times per year)

	<ul style="list-style-type: none"> • Connect the arts with all other content areas <p>Demonstrate a commitment to lifelong health and physical wellbeing.</p>		
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Other Factors, Including Innovative Features

Factor	Measurable Expected Outcome	Measurement Tools
Student Conduct	<p>Average daily attendance rate of at least 95%.</p> <p>Tardiness continually decreases each year.</p> <p>The number of students who have missed 10 days or more will decrease by 1% from the previous year.</p> <p>Suspensions decrease 1% compared to year before or maintain at no more than 5%.</p> <p>Expulsions no more than 0.5% annually for all students and subgroups.</p> <p>Office behavior referrals will decrease by 1% from the previous year, students resolving their problems by going through the Peace Tree Process will increase by 1% from the previous year.</p>	Teacher and school records
Parental Involvement	<p>90% will attend ongoing parent-teacher conferences</p> <p>Parent attendance at special programs, festivals and forums will increase annually</p>	School records
Professional Development	<p>100% participation in 10 day program held prior to opening of school each year and at ongoing professional development programs during the year.</p>	School records

Culturally Responsive Standards-Based Classrooms and School	Classroom lessons and published student work reflects the connection of content with students' prior knowledge, life experiences, contextual reality, and cultural history.	Teacher's lesson plans Student work Learning walks Principal's observation instrument
Project Based Learning	Enhanced professionalism and collaboration on the part of teachers. Increased student attendance, self-reliance, and improved attitudes towards learning. Increased gains in general academic achievement in all subject matter areas. Increased capability on the part of the students for applying learning in novel, problem-solving contexts. Increased student mastery of processes and procedures such as planning, communicating, problem solving, and decision making.	Teacher's lesson plans Student work Learning walks Principal's observation instrument
Principles of Learning	Academic Rigor is present in lessons and in student work. Questioning techniques are put into use during the planning phase of the lessons. Students and parents understand the work. Authentic assessments are used.	Teacher's lesson plans Student work Learning walks Principal's observation instrument
Teacher Performance	Knowledge of curriculum Competence in pedagogy Professional attitude Effective teaching strategies	Student test scores Annual Principal Evaluations Annual Staff Self Evaluations
Curriculum	All students, including subgroups, will have common core aligned instructional materials	Curriculum Inventory Budget for Instructional Materials

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Benchmark Assessments - In order to monitor student achievement throughout the academic school year, CRCS teachers will use the following assessments as benchmark assessments: curriculum-based assessments (weekly), teacher assignments and Study Island standards based assessments (bimonthly and reassessment as needed), 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 (SchoolNet) are implemented every two months.

Curriculum-based assessments - Celerity will use curriculum-based assessments to monitor student achievement on a weekly basis. During weekly grade-level team meetings, teachers will analyze curriculum-based assessment data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers will use this data to guide their instructional planning for the upcoming week.

Progress Monitoring Online Assessments: Celerity will use Smarter Balanced Interim and/or Study Island standards-based assessments as a progress monitoring tool. Study Island assessments are administered as a midpoint check between each benchmark to assess student mastery of multiple standards. The purpose is to use data before and after benchmarks to provide differentiated instruction and maximize student growth. Teachers and curriculum specialists collaborate at weekly grade-level meetings to analyze data and tailor instructional plans based on individual needs. Parents will have opportunities to access Study Island home practice accounts, which students use weekly as homework assignments. Through these accounts, parents will be able to support their child's academic progress.

SchoolNet Assessments - Celerity Rolas Charter School will use SchoolNet assessments three times each school year to monitor student achievement and guide instruction. The benchmark assessments will be given in October, January, and March of each school year. Each assessment will be aligned to Common Core State Standards and California Content Standards and assesses mastery of these standards. During pupil-free professional development days, teachers will analyze the SchoolNet results to identify re-teach standards and revise lesson plans to incorporate these standards. SchoolNet results will also be shared with parents and students through meetings, conferences, and data walls. All stakeholder groups will use SchoolNet results to celebrate progress and identify areas for growth. Benchmark assessment performance expectations are aligned to metrics of the state assessment.

Data Analysis and Reporting

Results and accountability will be demanded from all stakeholders at Celerity Rolas Charter

School. Data will be relied on heavily for decision making. Assessments will be analyzed by teachers and curriculum specialists on a weekly basis to monitor student mastery of grade-level content standards. In addition, benchmark assessment data will be analyzed and used to drive instruction for the next 8 weeks until the next benchmark assessment. Curriculum Specialists meet weekly and analyze and disaggregate assessment data to drive professional development for teachers. Assessment data will be shared with parents during parent conferences (twice a year), at monthly parent meetings (at minimum 3 times a year), through mid-trimester progress reports (3 times a year) and via PowerSchool, which parents will have to access to 7 days a week, 24 hours per day. Students will also be 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. The Principal and Chief Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

A grading policy and report have been developed for all Celerity schools with the input and support of the faculty, parents and students of the charters. The grading policy was developed to comply with applicable state and federal laws. Students’ grades are based on but are not limited to the following:

- Portfolio and Performance Assessments
- Formal and Informal Tests,
- Class Assignments, Projects, and Home Assignments.

Standards-based report cards will be issued on a trimester basis. Celerity has developed two report cards, one for self-contained kinder through sixth grade classrooms and the second for grades six through eight that participate in block scheduling. Students in self-contained Kinder through 6th grade classrooms will receive an achievement grade each trimester based on a 4 point rubric as follows:

	Achievement Scores	ELD Achievement Scores
4	Advanced	Advanced Progress
3	Proficient	Average Progress
2	Partially Proficient	Partial Progress
1	Not Proficient	Limited Progress

Students who participate in block scheduling will receive letter grades as follows: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less

Promotion and Retention of Students

Promotion and retention of students will be based on several assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures will include the student progress report and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year will be retained.

The principal and/or teacher will prepare a written determination to specify the reasons for retention. The written determination will include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination will be provided to and discussed with the student’s parents, the student’s teachers, and the principal.

Students identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer-school). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time.

The promotion and retention of special education students will be determined according to their Individualized Education Plan (IEP).

Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with applicable federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

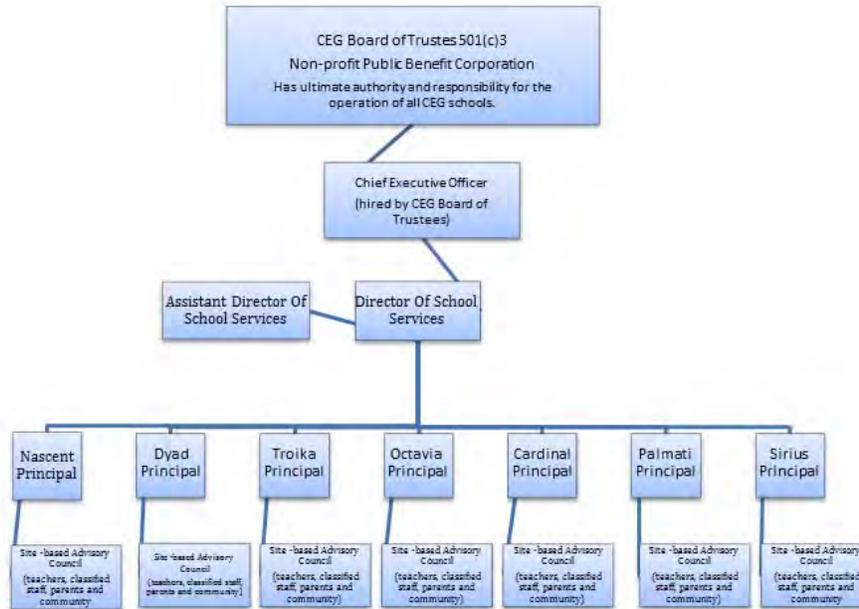
Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Celerity Rolas Charter School will be operated by Celerity Educational Group ("CEG"), a California nonprofit public benefit corporation.

Governance Structure



Board of Trustees, Celerity Educational Group

Celerity Rolas Charter School will be held and operated by the Celerity Educational Group. Celerity Rolas Charter School will be operated in accordance with the Articles of Incorporation and bylaws established by the Celerity Educational Group and the charter petition. The affairs of CRCS will be managed and its powers exercised under the ultimate jurisdiction of Celerity Educational Group’s Board of Trustees. The affairs of CRCS will be managed in alignment with the sponsorship and charter authorization of Los Angeles Unified School District.

Celerity Educational Group shall be operated as a California 501(c) (3) non-profit public benefit corporation. The Articles of Incorporation are filed with the California Secretary of State. As a non-profit corporation, Celerity Educational Group may not operate to the private inurement of any individual or group of individuals.

Celerity Rolas Charter School shall operate autonomously from the District with the exception of supervisory oversight.

Governing Board:

The School will be governed by a non-profit board of trustees, whose major roles and

responsibilities will include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

Executive Level Employees:

Chief Executive Officer (CEO) – The CEO is not a member of the Board of Trustees. The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Chief Financial Officer (CFO) – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

Director of School Services – This role is focused on providing coaching and mentoring support to the Assistant Director of School Services and the principals. This role is responsible for the overall performance of the schools.

Assistant Director of School Services – This role is focused on assisting the Director of School Services in providing coaching and mentoring support to the principals. This role is responsible for supporting the overall performance of the schools.

Principal – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

Governing Board Composition and Member Selection

The Board of Trustees are broadly representative of the school and our community and have, by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of a school, and more specifically, successfully educating our target student population. This composition contributes to effective school governance because the board can utilize its varied experience to make informed decisions on all aspects of school governance. The authorized number of Trustees shall be no more than seven (7) and no less than three (3). The board currently consists of 5 members. Current board members include Dana Walden, Francisco Mares, Julie Stern, Curt Hessler, Ron Ben-Yehuda, and a non-voting ex officio representative from LAUSD.

The CEO and board members seek out potential board members when needed. This need may occur because an opening arises or because the Board determines that it needs expertise in a specific area. In terms of qualifications, board members must have a willingness to serve the goals of the organization. In addition, board members should have expertise in areas such as legal, business, finance, public relations, entrepreneurship, education, or leadership. The Board and CEO review the qualifications to make sure that new Board members are a strong cultural fit with the organization, will add value in specific areas, and, most importantly, contribute to

Celerity's growth and success. Board members serve three year renewal terms. The candidates' resumes are submitted to the full board. The board has the opportunity to ask pertinent questions to the board member candidate, and the item is submitted for vote to the full board. Board members are elected at a regular meeting of the Board from nominations presented, but if any such regular meeting is not held or the trustees are not elected at that meeting, the trustees may be elected at any special meeting of the Board held for that purpose.

Board members deliberate openly during the Board meeting and vote. When there is a tie vote, the item does not pass, it is considered a "no" vote. The Board addresses issues for the multiple Celerity schools at each board meeting. Principals and other staff report out on individual schools at each board meeting. Board members have the opportunity to ask individual school staff questions about individual schools before voting on needs for those schools.

Duties

The Board of Trustees shall have ultimate responsibility for the operation and activities of the School. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

Designated Trustees

The seats on the Board of Trustees consists of one permanent member non-voting member appointed by LAUSD at its option, and elected Trustee positions, to be elected by the Board of Trustees at the annual meeting whenever a term expires or there is a vacancy due to resignation, removal, death or increase in the number of trustees.

There is no limitation upon the number of consecutive terms to which a trustee may be re-elected. Each trustee, including a trustee elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Governance Procedures and Operations

The Board will meet every two months or additionally as needed. Celerity has a regular meeting schedule; special meetings are called as needed and are agendized according to the Brown Act. Annually the Board Secretary calendars the board meetings and sends the calendar to Board members for review. The Board will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

- Development, review, or revision of the School's accountability and mission;
- Development of the school calendar and schedule of Board meeting;
- Development and oversight of Board policies and procedures;
- Development and approval of the annual budget;

- Review of requests for out of state or overnight field trips;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Election of the Board annually and other Officers as necessary;
- Approval of charter amendments;
- Approval of annual fiscal and performance audits;
- Ratification of personnel discipline (suspensions or dismissals) as needed;
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions;
- Oversight of the hiring, supervision, evaluation and if necessary, termination of the School employees;
- Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Quorum

A majority of the authorized number of trustees shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the trustees present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a trustee has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common trusteeships, (c) creation of and appointments to committees of the board, and (d) indemnification of trustees. Provision b is included because it is in the Corporations Code. For example, a Trustee of Celerity may also sit on the board of another charter school, and these two charter schools may want to undertake a common project.

Abstention

Celerity's procedures for abstention are pursuant with the Political Reform Act. Trustees abide by the Conflict of Interest Code. When a trustee has a conflict of interest, he/she tells the Board what the conflict is, which is written into the minutes. He/she then abstains either by not voting or leaving the room. Any trustee can abstain at any time.

Meetings by telephone or other telecommunications equipment

Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Annual and regular meetings

For board action voting requirements, Celerity follows the Brown Act. If an action requires a vote of board members, the board shall conduct that vote; all votes taken during a teleconference meeting shall be by roll call. The board shall record individual votes in the minutes.

All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. The board of trustees may designate that a meeting be held at any place within the boundaries of the granting authority that grants a charter to the Celerity Rolas Charter School

Corporation for the establishment of a charter school. All meetings of the board of trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Stakeholder Involvement

Parents and Community Members Access to Board Meetings

Meeting Notices and Agendas for Board meetings will be posted at CRCS at various locations such as the bulletin board located at the entrance to the main lobby at least 72 hours prior to regular board meetings as well as online. The agendas will contain a brief general description of each item of business to be transacted or discussed at the meeting including items to be discussed in closed session. Agendas specify the time and location of the meetings and are posted in locations that are freely accessible to members of the public. In addition, minutes of all Board meetings will be placed at the same bulletin board as well as online. Board meetings are open to the public and are currently held at 2069 W. Slauson Ave. in Los Angeles. Parents and community members can address the board on agenda items and on non-agenda items. Speakers' sign-up sheets are available at the beginning of every Board Meeting. Agendas are distributed to any members of the public who request them as well as the LAUSD Charter Division. During the Board Meeting, Board actions are recorded by a member of Celerity staff and are reviewed by the Board Secretary prior to distribution to and adoption by the full Board. Agendas and official minutes are available at each school operated by CEG from the Office Manager.

Site-Based Advisory Council

Celerity Rolas 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 CEO on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Celerity Rolas Charter School. Meetings occur monthly from October to May each school year.

Stakeholders (including administrative staff, classified staff, parents, certificated staff, and students) attend trainings on the LCFF, the LCAP, and how to read and interpret the eight priority metrics (data), and the schools' goals. At these meetings, stakeholders provide input that helps to formulate the document and provide quantitative information. The group analyzes the progress that was made toward each of the goals and how/if actions and services should be revised based on quantitative and qualitative data. Throughout the school year, we meet with stakeholders on a regular basis to analyze our progress toward our goals. The LCAP is available in the main office and is adopted at the regularly scheduled governing board meeting.

Parent Investment

One of the primary predictors of student success is parent investment in supporting the instructional program and the education for their children. Parents of Celerity Rolas Charter School students will be encouraged and expected to participate in the educational process of their children. To reach this goal, parents will be meaningfully and actively engaged in their children's education. Parents will be responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it will take for children to achieve at high levels, and by their active voice in achieving the goals of the school through volunteering.

- Parents will be actively engaged in the development of the school as members of the Site-based Management Council.
- Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.
- After enrollment, each parent and the school will be encouraged to sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Celerity Rolas Charter School. Failure to sign the agreement in no ways impacts a student's enrollment.
- Parents will be strongly encouraged to commit to volunteering time to support the school and to participate as mentors. A parent's failure to volunteer or inability to volunteer does not impact the student's enrollment.
- Parent-teacher conferences will take place quarterly.

Prior to admission all parents/guardians will be encouraged to attend an orientation. After admission parents are encouraged to sign a non-binding contract indicating they understand the Celerity Rolas Charter School philosophy, program and outcomes, and accept the responsibilities as set forth prior to admission. Family agreements for parents/guardians of all students will encourage their involvement in and support of their child's educational experiences.

- Work with the child at home with homework, projects, etc.
- Maintain a positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and on time.

- Enforce the school code of conduct with their child (i.e. wearing the uniform).The charter school does not charge for uniforms.
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year. Parents' inability to attend the workshops will not have an impact on students' continued enrollment and receipt of instruction.
- Encouraged to volunteer at least three (3) hours per month at the school.

Business and Operations Management

The Celerity Educational Group will provide services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Celerity Educational Group will monitor adherence to the charter process and the law. The LACOE accounting system will be used in financial operations. Celerity Educational Group assures that the accounting system for Celerity Rolas Charter School will follow generally accepted accounting principles.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Celerity Rolas 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. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter.

Background Checks

Celerity Rolas Charter School will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must be able to provide:

- o Medical clearance including proof of medical exam and tuberculosis (TB) testing

- Fingerprinting for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work, Celerity Nascent Charter School will process all background checks of every employee through the Department of Justice. No employee shall be permitted to commence employment until that employee has been cleared by the Department of Justice.
- Documents establishing legal status.

At Will Work Agreements

Employees' job duties, discipline procedures, work calendars, vacation, illness, personal days, bereavement, salaries and all other work basis will be negotiated in individual at will agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Employee at will work agreements are year to year and are renewable each year.

Staff Responsibilities

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Celerity Educational Group does not have a set of specific required background knowledge and qualifications for the CEO.

Director of School Services

Overall responsibility for "dual bottom line" (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Celerity schools.

Requisite Abilities

- Must be willing to work in/with and support a collaborative model
- Possess exemplary ability to communicate orally and in writing
- Read, interpret, apply, and explain rules, regulations, policies, and procedures

Desired Skills & Experience

Education

- Relevant BA/BS degree
- Relevant Master's Degree or higher

- Administrative Services Credential

Experience

Required

- Minimum of (3) years of administrative experience at the building level or higher
- Minimum of (4) years of teaching experience
- Experience in elementary or secondary education

Assistant Director of School Services

Reports to the Director of School Services. Assists with overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Assists with overseeing education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Celerity Public Schools.

Requisite Abilities

- Must be willing to work in/with and support a collaborative model
- Possess exemplary ability to communicate orally and in writing
- Read, interpret, apply, and explain rules, regulations, policies, and procedures

Desired Skills & Experience

Education

- Relevant BA/BS degree
- Relevant Master’s Degree or higher
- Administrative Services Credential

Experience

Required

- Minimum of (2) years of administrative experience at the building level or higher
- Minimum of (4) years of teaching experience
- Experience in elementary or secondary education

Principal

Responsibilities: 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.

Qualifications: The Principal will have earned an advanced degree or is actively pursuing one and will have served at least two years at a school site in a management position.

Selection: The Principal will be selected by the CEO and ratified by the full Board of Directors of Celerity Educational Group. The selections will be 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. For internal candidates wishing to advance to the position, a 360-degree evaluation system is used in which Celerity will use feedback from each applicant's subordinates, peers, and supervisors in the decision-making process.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Principal will be evaluated by the CEO based on:

- California Professional Standards for Education Leaders
- Maintaining a fiscally sound charter school including a balanced budget
- Achieving the educational goals
- High parental and community involvement
- Completion of required job duties
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Curriculum Specialists

Responsibilities: Curriculum Specialists will be responsible for providing support and assistance to all classroom teachers in the implementation of Celerity's reading/language arts and math programs. Duties will include: 1) Conduct demonstration lessons and assist with curriculum and pacing of programs; 2) conduct focused observations; 3) assist classroom teachers in infusing Culturally Relevant teaching strategies and scaffolding for diverse learners; 4) assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention and accommodation strategies for all students; 5) plan and conduct professional development; 6) plan, facilitate, and attend grade level meetings; 7) monitor implementation of instructional program.

Qualifications:

Each Curriculum Specialist will have a minimum of three years of teaching experience in the elementary or secondary level; valid regular California Teaching Credential; experience in collaborative planning and delivery of differentiated staff development to classroom practitioners; literacy training; knowledge of differentiated classroom instructional practices that promote student academic success; knowledge and understanding of the needs of a diverse student population.

Selection: The principal will select Curriculum Specialists on an application and interview basis. Selection of Curriculum Specialists will be based on their teaching and mentoring experience, the

degree of subject matter expertise, and their leadership ability as well as ability to conduct professional development for teachers. For internal candidates wishing to advance to the position, a 360-degree evaluation system is used in which Celerity will use feedback from each applicant's subordinates, peers, and supervisors in the decision-making process.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

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

- Professional Development Implementation
- Level of support provided to classroom teachers
- 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

Classroom Teachers

Responsibilities: Classroom teachers will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet the standards. Other duties of a teacher include providing students regular feedback on their work, and maintaining communication with students' parents.

Qualifications: 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.

To minimize the use of teachers holding short-term staff permits, Celerity Rolas has structured itself as a training campus that supports, develops and encourages teachers to obtain full credentials.

All credential documents will be maintained on file at Celerity Educational Group and will be subject to periodic inspection by LAUSD.

No Child Left Behind

The enactment of the No Child Left Behind Act of 2001 (NCLB) requires specific qualifications for teachers. Teachers will be highly qualified.

Selection: The principal will select the teachers on an application, interview, and demo lesson basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired based on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.

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

Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

Engagement and Supporting Students in Learning

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally-appropriate Teaching Practices

TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

TPE 11 – Social Environment

Developing as a Professional Educator

TPE 12 – Professional, Legal and Ethical Obligations

TPE 13 – Professional Growth

The school Principal, 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.

The Principal will set goals with and enforce the Celerity's teacher expectations and complete evaluations.

Office Manager

Responsibilities: The Office Manager duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Qualifications: At the school site, the Office Manager qualifications will require experience and capacity to be responsible for:

- Maintaining accounts of all expenses
- Reporting student enrollment
- Time reporting
- Attendance accounting
- General Bookkeeping
- Maintaining and reconciling bank accounts
- Full charge bookkeeping
- Implementing the use of LACOE system

Selection: The Office Manager will be selected by the principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

Office Managers 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 Principal will observe the Office Manager 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.

Responsibilities: The Parent and Community Liaison is responsible for:

- Planning and facilitating student recruitment and the timely preparation and submission of reports, applications and records.
- Reviewing and communicating school policies, activities, parent handbook, parent meetings, and volunteer opportunities with parents. Hosting information sessions and tours of school site with perspective parents and community representatives.
- Establishing and building relationships with businesses and community organizations, private and public early education programs.
- Establishing and/or assisting with school site organizations, attending all organizational meetings, school site functions and all other assigned tasks.

Qualifications: The Liaison position requires an individual to be personable with excellent communication skills. Bilingual ability in Spanish/English is preferred. Proficient in Microsoft Office is required. Experience working with an established community outreach program is preferred.

Selection: The Parent and Community Liaison will be selected by the principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

Community Liaisons 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 Principal will observe the Community Liaison 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.

The Principal will select classified staff on an application and interview basis. Selection will be based on the ability to perform the job duties suitable for the specified job position.

Other Classified Staff:

Responsibilities:

Paraprofessional – Paraprofessionals, such as one-on-one aides, Teacher Assistants, or after school program leaders, support students either one-on-one, in small groups, or whole class. They provide academic support, basic skills and/or behavior remediation instruction, and differentiate for the needs of the students they are working with.

Yard Supervisors – Supervise students before school, during lunch, during recess, and during dismissal. Yard supervisor’s duties also include serving breakfast and lunch to students. Other related duties include cleaning bathrooms, classrooms, and emptying trash.

Office Clerk - Duties include, but are not limited to handling attendance records, student records, and minor disciplinary issues. The office clerk assists the office manager with communicating with staff, parents, and students.

Qualifications:

Paraprofessional - The enactment of the No Child Left Behind Act of 2001 (NCLB) requires specific qualifications for paraprofessionals.

Paraprofessionals will meet NCLB qualifications:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate’s (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist instructing, reading, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

Paraprofessionals will meet the required qualifications. The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities. A paraprofessional may not provide any instructional service to a student unless he or she is working under the direct supervision of a teacher.

Yard Supervisor – Should have the ability to pass a background screening, experience working with children, and bilingual in Spanish/English preferred.

Office Clerk –In order to handle assigned duties, office clerks are required to be able to communicate verbally and in writing in Spanish and English. Office clerks are required to have a Bachelor’s degree.

Selection:

Classified staff will be selected by the principal on an application and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Evaluation: Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

All classified staff 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 Principal 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.

Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure as outlined in Element 11.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees

prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Policies

Celerity Rolas Charter School will adopt a set of health, safety, and risk management policies that address the following topics:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A requirement that the School Safety Plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards are met.
- A policy that ensures that the facility meets the Los Angeles Uniform Building Code.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Charter School will require its employees to furnish the school with a criminal record summary as required in Ed Code section 44237.
- Reporting child abuse is mandated by the California Penal Code. Celerity Rolas Charter School expects any mandated reporter to report any suspected case of child abuse or child neglect. Teachers and classified employees must make the report and notify an administrator. An employee may ask an administrator to assist but the employee is responsible for making the report. Celerity Rolas Charter School administration reviews the reporting procedures at the beginning of the year with the staff through in-services. This training will be provided within the first six (6) weeks of the school year or within the first six (6) weeks of that person’s employment.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by ADA (Americans with Disabilities Act), CAL/OSHA, the California Health and Safety Code, the Healthy Schools Act, and EPA.

Procedures- Safe School Plan

Facilities

Celerity will contract with private companies to perform the following services unless co-located on LAUSD property per the Facilities Agreement:

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services
- Gardening
- Landscaping
- Tree Trimming
- Integrated Pest Management
- Utilities
- Preventative Maintenance

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher

must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

The CEO, as the Custodian of Records, shall review results of criminal background clearances.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Court–Ordered Integration

Below is Celerity Charter Schools' plan to achieve and maintain the LAUSD's Racial and Ethnic Balanced Goal of a 70:30 or 60:40 ratio.

- Publish ads in local newspapers in English and Spanish in the area of Northeast Los Angeles.
- Organize volunteers to distribute literature about the school around the neighborhood.
- The school's promotional materials will be accessible to speakers of other languages (Spanish) and minority parents.
- The school will be publicized through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries.
- Several recruitment meetings will take place each year beginning in the winter.
- The school will host open houses, back to school nights, orientations and school tours on a regular basis.

Celerity Rolas Charter School makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Celerity Rolas Charter School conducts orientation meetings year round to inform interested parents and students on what the school has to offer. Open houses and school tours are conducted on a regular basis during the school year as well.

The school specifically targets families in Northeast Los Angeles. Celerity has developed promotional materials, in both English and Spanish, such as a school brochure and flyers which are distributed by employees and parent volunteers at pre-schools, parks, super markets, churches, libraries, day care centers and community group meetings. The school also regularly publishes ads in local newspapers such as the Penny Saver, and La Opinion in English and Spanish.

These recruitment efforts ensure that parents residing in the targeted area are informed about the availability of Celerity Rolas Charter School as a viable option for the education of their children.

We expect that this targeted outreach will help to achieve the goal of reflecting the district general population since we are targeting specific neighborhoods that feed to Northeast Los Angeles High.

This plan will strive to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio by disseminating information to the ethnicities represented in the communities and languages the school services.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admissions Requirements

Celerity will admit all pupils who wish to attend and follows all state and federal laws regarding admission. Celerity shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Celerity shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. Celerity shall not charge tuition. Admission to Celerity is available to all students residing in California. Celerity complies with all laws establishing minimum and maximum age for public school attendance.

All qualifying applicants will be accepted provided that the number of applications received at the time of the deadline does not exceed the school's enrollment capacity. If the number of pupils who wish to attend the school exceeds the school's capacity, enrollment shall be determined by a public random drawing (public lottery).

Parent(s)/guardian(s) are encouraged to attend an orientation meeting with their child(ren) to understand the school's vision and policies, including the Family Agreement. Parents who choose to send their children to Celerity Rolas Charter School will be asked to complete a form to participate in the lottery. Students who are selected in the lottery will complete a school enrollment form and be asked to review and to sign the Family Agreement after admission. A parent's decision not to sign the Family Agreement does not impact enrollment.

Parents will be strongly encouraged but are not required to volunteer at least 3 hours per month at the school site. Parents who are unable to volunteer at the school site have are able to meet their volunteer hours in alternative manners, for example, helping with phone trees; taking their own children to the library after school or on weekends; working with their children on computer-based programs at home.

A parent's inability to complete the volunteer hours does not impact the student's enrollment/continued enrollment. Parents are notified of alternatives to volunteering at the school site during monthly parent meetings, open houses, back to school nights, in the school newsletter and notes from teachers.

Student Recruitment

We actively recruit low-achieving, economically disadvantaged, and students with disabilities by placing our schools in locations where there are overcrowded schools and schools that are identified for program improvement. We recruit these subgroups by training our staff who are recruiting as well as including in our orientation presentation details of how the school's program specifically addresses the needs of these subgroups.

Lottery Preferences and Procedures

Celerity accepts applications for the lottery via email, fax, United States mail or in person. A public random drawing process is implemented if the number of those who students who wish to attend the charter school exceeds the school's capacity. Preference is as follows:

1. Students who currently attend the school and students who reside within the boundaries of LAUSD as required by Education Code section 47605(d)(2)(B).
2. Siblings of students enrolled at the school.
3. Children of staff not to exceed 10% of enrollment in each grade level.

The rationale of this preference is to preserve family continuity.

Lottery Process Communication

The school will designate a lottery application deadline and only lottery applications received prior to the deadline will be included in the public random drawing. Public notice of the lottery's procedures, timelines, and rules will be posted on the school's website and will be posted in the school's lobby regarding the date, time and location of the public drawing once the deadline date has passed. The lottery will be conducted in the evening on the second Friday of February so interested parties will be able to attend. Parents do not need to be present at the public random drawing. Names of applicants will be drawn publicly at random. Students who are not admitted via the drawing will be placed on a waiting list. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone and must respond to the Principal or his/her Designee within two days in order to secure admission by completing the enrollment process.

Method to Verify Fair Lottery Procedures

Celerity Rolas Charter School will use a neutral proctor to ensure the lottery procedures are fairly executed.

Timelines for Open Enrollment Period and Lottery

The open enrollment period begins in December with interested families able to submit a lottery form through the first week in February. Families have two months to submit lottery forms. Lottery will occur on the second Friday of February.

Lottery Location

The lottery will take place on school grounds in the evening and will be open to the public. The lottery will be held in the evening to ensure parent and interested parties are able to attend and observe the lottery.

Fair Execution of Lottery Procedures Record Keeping

The school will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level. The school will also keep the lottery procedures and fair execution of lottery procedures for review at all times.

The school will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Celerity Rolas Charter School will hire a Certified Public Accountant (CPA) with experience in school district audits to conduct annual, independent financial audits. The Chief Financial Officer is responsible for contracting with an accountant to conduct the required annual financial audit. These audits will employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. The independent public accountant, CFO, and our business services provider, such as Charter School Management Corporation, will prepare the necessary financial reports to be submitted to our board of directors and then for onward submission to the Los Angeles Unified School District. The CFO will select an auditor that is on the State Controller's list of approved auditors to conduct charter school audits. The CFO is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. Audit reports will also be submitted to the State Controller, LACOE, and County Superintendent. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by LAUSD. The CEO, Board Treasurer, and a Board designee will work in concert with the business services provider to address any audit findings and/or resolve any

audit exceptions. The committee will take corrective action and report their findings to the Board with a recommendation at the next regularly scheduled Board Meeting.

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, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the District.

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination

and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements from suspended expulsion, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the suspended expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

Celerity Rolas's goal is to provide a school climate that is safe, supportive and nurturing for each student. All students have a right to learn while attending a safe school. As such, a student discipline system that addresses prevention, early intervention, school-wide positive behavior support, and consistent expectations as well as appropriate consequences for behavior is a necessary part of school life..

Celerity Rolas Charter School's student discipline system focuses on the implementation of a school-wide positive behavior intervention and support system that helps to prevent the occurrence of problem behaviors that may result in disciplinary actions. This student discipline system includes a multi-tiered approach that is implemented by school staff through: school leaders actively supporting the implementation of school-wide positive behavior interventions and supports ; teaching and consistently reviewing school-wide rules and behavioral expectations; teaching and modeling appropriate social and behavior skills; reinforcing appropriate student behaviors; using effective classroom management strategies; providing early intervention for inappropriate behaviors; collaborating and communicating regularly with families regarding behavioral expectations, individual student behavior plans, student progress, and any necessary consequences.

The goals of Celerity Rolas's student discipline system are to:

- Promote student self-discipline, independence and mutual respect for others;
- Model, teach and encourage socially appropriate behavior so that students will be happy and successful in the real world.
- Maximize learning time by decreasing the number of office referrals and suspensions;
- Monitor and correct student misconduct through positive behavioral interventions;
- Analyze student behavioral data to further guide the development and implementation of school-wide behavioral supports and interventions.

Behavioral Interventions

Students who engage in misconduct may be provided with behavioral response to intervention through our Coordination of Services Team (COST) or Student Study Team referral process. Through this referral process students with behavioral difficulties may receive early behavioral intervention and staff can progress monitor through data collection.

Suspension Alternatives

Alternatives to suspension will include consequences that are identified as appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid future misconduct. Alternatives to suspension may include but is not limited to:

- Changes in student's schedule tailored to students' needs
- Implementation of a behavior monitoring system
- Implementation of a behavioral contract including reinforcers for success and consequences for continued problems.
- Referral to group or individual counseling

- Instruction in social-emotional/behavioral skills
- Use of problem-solving approach to assist student identify the problem and possible appropriate solutions.

Professional Development

Professional development in the area of school-wide positive behavior support will be provided to all staff members on an on-going basis. Professional development for school staff may include topics such as: classroom management, using a problem-solving approach to discipline, managing student behaviors, creating positive classroom culture, and creating positive behavior support plans.

In-School Suspension

During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by an adult and required to complete his/her class work. Parents are notified via telephone of an in-school suspension. In-school suspensions shall not exceed 2 days per incident and 15 per student per year.

Grounds for Out-of-School Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at anytime including but not limited to:

- a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Out-of-School Suspension

Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as

defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Possession of a knife or other dangerous object of no reasonable use to the pupil
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

v) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- a) 2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil: Possessing, selling or furnishing a firearm

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- e) Possession of an explosive.

Expulsion

Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an

intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- v) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Mandatory Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessing, selling or furnishing a firearm.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance
- d) Committing or attempting to commit a sexual assault or committing a sexual battery
- e) Possession of an explosive.

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days of the determination to suspend the student, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student shall return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Appeal of Suspension: The suspension of a student will be the determination of the Principal or the Principal's Designee. A school employee shall make a reasonable effort to notify parents and/or guardians either by telephone or in person prior to the enactment of the suspension. Parents and/or guardians can appeal a student's suspension within ten (10) school days of the first day of suspension, to the CEO. Their right to appeal is also outlined in the parent handbook. A suspension appeal will be heard by the Chief Executive Officer, and upon consideration the Chief Executive Officer's decision is final. If the appeal is granted, the student will not be reinstated in school for the day(s) to be suspended. However

if the appeal is granted, the Chief Executive Officer may remove the suspension from the student's records.

Expulsion Procedures

Authority to Expel

A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel. The Administrative Panel will consist of at least three members who are certificated administrators or teachers from other Celerity Schools. The Administrative Panel members will not include a teacher or administrator of the pupil. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the CEG Board.

Expulsion Procedures

Within five (5) days of the first day of suspension for an expellable offense, a pre-expulsion conference will be held (unless it is deemed necessary to extend the suspension an additional five (5) days pending further investigation). If a recommendation for expulsion is made at the pre-expulsion conference, then an Expulsion Hearing will be scheduled within 30 days. If a recommendation for expulsion is not made, then the student must return to their previous educational setting at the end of the suspension term.

Students recommended for expulsion are entitled to a Hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or administrative designee makes a recommendation for expulsion. Pending the expulsion hearing, the school will ensure that the student attends an appropriate interim placement arranged for by the Charter.

The Administrative Panel shall conduct the expulsion hearing. The Administrative Panel shall hear the case, and make the expulsion determination. The hearing shall be confidential.

Written notice of the hearing shall be forwarded by the Principal or the Principal's Designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

2. A copy of the School's disciplinary rules which relate to the alleged violation;

3. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
4. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
8. The right of parent to request a postponement of the Hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that

the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be

admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Administrative Panel shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases the hearing panel may decide to suspend the enforcement of a students' duly processed expulsion. Students who are placed on expulsion with suspended enforcement would either return to their previous school setting, or the hearing panel may determine that an opportunity transfer to another Celerity school would be most appropriate for the rehabilitation of the student. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the Charter's rules and regulations governing student conduct.

Written Notice to Expel

The Principal or designee, following the Administrative Panel's determination to expel, shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days following the Hearing. This notice shall also include the following:

- 1 Notice of the specific offense committed by the student.
- 2 Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- 3 The expulsion appeals process.

- 4 The reinstatement eligibility review date.
- 5 A copy of the rehabilitation plan.
- 6 The type of educational placement during the period of expulsion

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Celerity Rolas will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Expulsion Appeals Procedure

The decision to expel a student may be appealed by the parent or guardian of the student to the Celerity Educational Group Board of Trustees. In order to appeal, the parent must submit a written request to the Celerity Board within ten (10) school days of service of the written notice of the decision to expel. The student will be considered suspended until a CEG Board meeting is convened, within ten (10) school days of receipt of the written appeal, at which time the parent must attend to present their appeal. Celerity will strive to schedule the Board meeting to accommodate the parent's presence. The CEG Board will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The CEG Board's decision regarding the expulsion will be final.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Los Angeles County Office of Education and LAUSD upon request.

Expelled Pupils/Alternative Education

The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of Celerity Rolas Charter School

school work; and community service hours.

Readmission

The Charter shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter showing that the student has met the conditions of the rehabilitation plan. The Charter's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, the Charter shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Celerity Board, the Celerity Board will revisit at a later date not to exceed one (1) year.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

[NOTE: No District Required Language is being provided for inclusion in this element.]

Certificated Staff Members

State Teachers Retirement System (STRS)

All certificated employees will have the option to participate in the STRS. If CRCS should opt to participate in the STRS, or any other systems, the HR administrator shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. CRCS provides assurances that the report submitted to LACOE will be in a format acceptable to LACOE. The CEO will keep on file documentation that STRS contributions have been made to the State of California. If CRCS should opt to participate in the STRS, the school will continue such participation for the duration of the charter school’s existence under the same CDS code.

Classified Staff Members

Social Security

All non-certificated employees will contribute to Social Security according to Federal and State laws with Celerity Rolas Charter School matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems. The HR administrator will be responsible for ensuring that appropriate arrangements for that coverage have been made. To better serve its employees, the administrator will explore opportunities to provide PERS or other retirement systems to non-certificated staff members, in a manner consistent with applicable state and federal law.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)”

Parents or guardians of each pupil enrolled in the charter school shall be informed by telephone, in person, or via mail that the pupil has no right to admission in a non charter district school (or program within a district school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the district.

Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Celerity Rolas Charter School
c/o Grace Canada, Chief Executive Officer
2069 W. Slauson Ave. Los Angeles, CA 90047

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response

shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Disputes Arising Within Celerity Rolas Charter School

Disputes arising from within Celerity Rolas Charter School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the Celerity Educational Group Board of Trustees and/or principal.

Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Director
4. CEO
5. Celerity Education Group Board of Trustees

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Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Celerity Rolas Charter School will be solely responsible for the selection, hiring, disciplining, and dismissal of its employees.

Unless employees elect to be represented by an organization for bargaining purposes, all employee salaries and benefits will be negotiated individually through employment agreements. Salaries in the individual agreements will be competitive to the district’s salary schedules. The individual agreements will address all work-basis and will be negotiated annually.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: Notwithstanding a right to appeal, the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as

applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone

number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and

furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD

for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles

("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may*

be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School

engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)