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Response from Celerity Rolas Charter

***Sharing the Responsibility of Educating our Children*****Celerity Rolas Charter School Academic Memo**

- ***Summary review of the most Fall 2017 Dashboard results, identifying greatest progress and greatest need.***
- ***A summary of the Performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes***

Celerity Rolas opened in the Fall of 2017 to operate a high-quality school in the historically underserved area of Northeast Los Angeles. The community surrounding Celerity Rolas is growing rapidly and is highly impacted. On average, 81% of the surrounding community's students qualify for the free or reduced lunch program, and 28% of the students are English Learners. The community is mostly Latino.

Celerity Rolas is a first-year school, and so does not have official Dashboard results. However, each of the elements of the dashboard (the state indicators of Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics, as well as the local indicators of Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent Engagement, and Local Climate Survey) has been written into our LCAP, which is included in our Performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes. Therefore, we are including a summary as well as an analysis of greatest progress and greatest need from our LCAP below.

We are proud to report that in its first year, Celerity Rolas has met and exceeded its growth targets as outlined in our LCAP, which is featured in Elements 2 and 3 of our petition. Following is a summary of the goals, measurable outcomes, metrics for measuring, and results for Celerity Rolas to this point. (Please note, as Celerity Rolas is a first-year school, some data is baseline and cannot be compared to last year, so instead we looked at internal growth within the school year).

Our LCAP consists of 4 goals, which contain 15 measurable outcomes. We have purposefully created these measurable outcomes to match all the requirements for the 8 state priorities, as well as the state and local indicators on the Dashboard.

Celerity Rolas has already met 12 of the 15 measurable outcomes, and are on track to meet 2 others by the end of the year. An analysis of greatest progress and need of these results follows.

<http://celeritycalifornia.org>



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LCAP Goals, Outcomes, Metrics, and Results for Celerity Rolas

(matches all elements of the California Dashboard as well as Elements Two and Three)

Goal 1: Students will master the skills of the Common Core State Standards.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. All students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments</p> <p>B. Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.</p> <p>C. All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in PowerSchool.</p> <p>D. All students will have access to standards-aligned instructional materials, as measured by proof of purchase.</p>	<p>A. Cumulative Internal Benchmarks; Smarter Balanced Results</p> <p>B. Teacher observations</p> <p>C. PowerSchool</p> <p>D. Purchase orders</p>	<p>A. Outcome partly met and partly in progress: Celerity Rolas is in its first year of operation, and so we are not yet able to compare current year data to previous years. However, we have seen an increase of internal benchmark data from the beginning of the year to the present.</p> <p>B. Outcome met – 100% of students are receiving Common Core State Standards instruction.</p> <p>C. Outcome met – 100% of students are enrolled in a broad course of study as described in our charter.</p> <p>D. Outcome met – 100% of students have access to standards-aligned instructional materials.</p>



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Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core Standards.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. At least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.</p> <p>B. All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p> <p>C. We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>	<p>A. English Learner Reclassification Rate; Percentage of English Learners who progress in English Proficiency (as measured by CELDT); Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades); Smarter Balanced and/or Internal Benchmark Results for English Learners;</p> <p>B. Teacher observations</p> <p>C. Workshop agendas</p>	<p>A. Outcome met (self-reporting): As Rolas is in its first year of operation, we are not yet able to compare current year data for to previous years for an official reclassification rate. However, we can self-report that this year we have reclassified 13% of our students, above our target outcome.</p> <p>B. Outcome met – 100% of English Learners have access to and are taught Common Core State Standards and ELD Standards.</p> <p>C. In progress, will be met by the end of the school year - This outcome has been planned over the next few months and will be met by the end of the year.</p>



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Goal 3: All students will be taught by qualified teachers.		
Measurable Outcomes	Metrics for Measuring	Results
A. We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	A. Appropriate credentialing and job assignments as measured by SARC, HR Internal Data, CALPADS	A. Outcome met – 100% of teachers employed by Celerity Rolas have appropriate credentialing and job assignments.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. Our suspension rate will maintain under 5% as measured by Dataquest, PowerSchool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>B. Our expulsion rate will maintain under 0.5% as measured by Dataquest, PowerSchool, and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>C. Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and PowerSchool.</p> <p>D. Our chronic absenteeism rate will maintain under 3% as measured by PowerSchool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>E. Our middle school dropout rate will maintain under 0.5% as</p>	<p>A. Pupil Suspension rates from PowerSchool, Dataquest, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>B. Pupil expulsion rates from PowerSchool, Dataquest, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>C. Attendance Rates from CALPADS, PowerSchool, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>D. Chronic Absenteeism rates from CALPADS, PowerSchool, and the California</p>	<p>A. Outcome met- Suspension percentage to date: 0.63%, well under the goal of 5%.</p> <p>B. Outcome met- Expulsion percentage to date: 0%, under the goal of .5%.</p> <p>C. Outcome met- ADA percentage to date: 96.51%, above the goal of 95%.</p> <p>D. In progress- Chronic absenteeism rate is currently at 5.39%.</p> <p>E. Outcome met- Middle School dropout</p>



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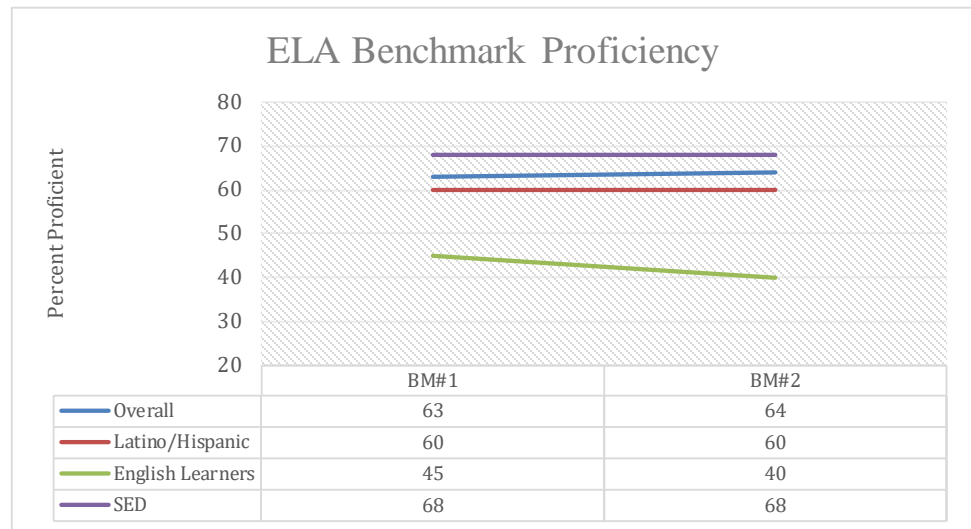
<p>measured by Dataquest and PowerSchool.</p> <p>F. We will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</p> <p>G. We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers.</p>	<p>Dashboard/LCFF Evaluation Rubrics</p> <p>E. Middle School Dropout Rates from PowerSchool and Dataquest</p> <p>F. School facilities update and maintenance data from annual FIT (Facilities Inspection Tool)</p> <p>G. Surveys of Certificated staff, Classified staff, Parents/families, and pupils on the sense of safety, school connectedness, an academics from SurveyMonkey</p>	<p>Percentage to date: 0%, under the goal of 0.5%</p> <p>F. Outcome met - Overall FIT Score: Exemplary, above goal of “Good.”</p> <p>G. Outcome met - Initial surveys were given in October, during which time this outcome was met – We scored at least 3/5 on 100% of the questions asked on the survey (average was 4.5/5). Note, surveys will be given again in April/May.</p>
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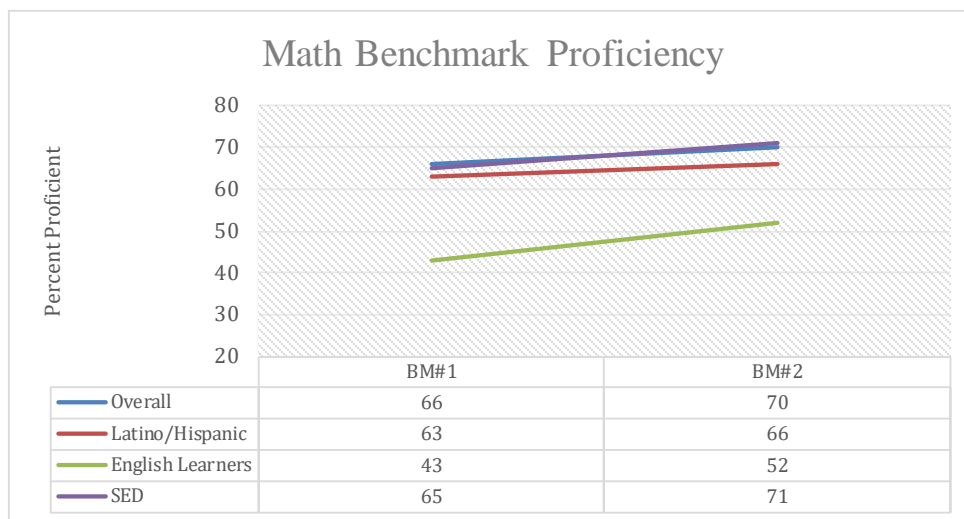
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Greatest Progress and Greatest Needs

Benchmark #1 (October 2017)-Benchmark #2 (January 2018)-Percent of Students at Standard Met or Exceeded in **English Language Arts (All Grades)**



Benchmark #1 (October 2017)-Benchmark #2 (January 2018)-Percent of Students at Standard Met or Exceeded in **Math (All Grades)**



Response from Celerity Rolas Charter



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Greatest Progress:

Our recent Benchmark data for Math reveals that Celerity Rolas students **increased proficiency in Math schoolwide as well as for all significant student groups:**

- Schoolwide increase of 4% (from 66% to 70%)
- Latino/Hispanic student group increase of 3% (from 63% to 66%) (nearly bringing them on par with the schoolwide percentage and eliminating the achievement gap for this student group)
- English Learner student group increase of 9% (from 43% to 52%)
- Socioeconomically disadvantaged student group increase of 6% (from 65% to 71%), (which surpasses the schoolwide percentage by 1%, eliminating the achievement gap for this student group)
- Students with Disabilities student group increase of 4% (from 32% to 36%)
- Filipino student group increase of 4% (from 93% to 97%) (which surpasses the schoolwide percentage, eliminating the achievement gap for this student group)

We attribute these increases to several best practices in place. One of these practices is the consistent analysis of data and subsequent use of the analysis to identify areas of need and guide instruction. For example, after Benchmarks are administered, teachers review their data to identify target areas of instruction for students and develop *action plans* which describe how these needs will be met. As part of their planning for action plans, as well as regular weekly lesson planning, teachers dissect the Common Core State Standards to make learning targets understandable for both teachers and students. In addition, classroom teachers work closely with Academic Interventionists to support the students with the greatest needs per assessment data. Another practice that has led to the increased achievement of our students in mathematics is the support that our teachers receive from our Curriculum Specialist. The Curriculum Specialist works closely with to review student data and help the teacher develop lessons that best address students' areas of growth.

Another area of strength is evident when looking at our English Learner (EL) population in mathematics in which the percent of EL students scoring at Standard Met or Exceeded increased 9% from 43% to 52%- the largest increase in math of any student group. We attribute this increase to the differentiated and small group instruction taking place in classrooms daily. This small group instruction allows teachers to breakdown concepts and teach lessons that are tailored to students' needs. We look forward to further growth from this population as we continue and refine our Designated ELD instruction throughout all grade levels.



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Greatest Need:

While our English Learners made large gains in math, benchmark data in English Language Arts indicate a need to further support English Learners academic needs in English Language Arts. We are moving to further target English Learners through our daily Designated ELD instruction as well as through the Integrated ELD happening throughout the day. We will also provide teachers further training in designing and delivering lessons that address the academic and linguistic needs of English learners.