I'm happy to introduce you to ISANA - Innovative, Socially Aware, Network of Achievers. We are proud to be entering our 14th year of providing outstanding education in Southern California! ISANA is still the same great charter organization, but our new name reflects the positive changes we've made in the past year and the bright future ahead of us.

Last year was a period of transition for our organization. We represent a group that brings voices to the table, engages in constructive dialogue, makes decisions in the best interest of our students, and communicates with those around us. In this spirit, our Board asked us to change our organization name to reflect the evolution of these positive changes.

Each of our 6 individual schools will maintain their original names to ensure their identity remains consistent with students and families. The title of “School” will now be changed to “Academy” to reflect the elite and unique education ISANA provides.

Our schools are now called:

- ISANA Achernar Academy
- ISANA Cardinal Academy
- ISANA Himalia Academy
- ISANA Nascent Academy
- ISANA Octavia Academy
- ISANA Palmati Academy

Attached is the most recent version of the authorizer approved charter petition and does not yet reflect our name change. However, our charter petitions are still full of useful information about our programs and schools we operate. We are currently in the process of approving our name change with our authorizers and once approved, our petitions will be updated to reflect the change.

It's a new day at ISANA and our future looks bright!

Sincerely,

Nadia Shaiq
Chief Executive Officer
ISANA Academies
Celerity Achernar Charter School

New Charter Petition

Submitted to the

Compton Unified School District
501 S. Santa Fe
Compton, CA 90221

Request for a Five-Year Term
July 1, 2016-June 30, 2021

Submitted by Celerity Educational Group

February 2016

Request for Material Revision Submitted

June 29, 2017
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XI.  CEG Employee Handbook
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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Nadia Shaiq, hereby certify that the information submitted in this petition for the establishment of a California public charter school named Celerity Achernar Charter School (the “Charter School”), authorized by the Compton Unified School District and located within the boundaries of the Compton Unified School District (“CUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School shall be deemed the exclusive public school employer of the employees of Celerity Achernar Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all pupils who wish to attend Celerity Achernar Charter School, and who submit a timely application, unless Celerity Achernar Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Celerity Achernar Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2).
47605(d). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in Celerity Achernar Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves Celerity Achernar Charter School without graduating or completing the school year for any reason, Celerity Achernar 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. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. [Ref. California Education Code Section 47612.5(a)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding Celerity Achernar Charter School's education programs. [Ref. California Education Code Section 47605(c)]
• The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.

• The Charter School shall comply with the Public Records Act as applicable.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• Meetings of the governing board for the Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Celerity Achernar
Lead Petitioner

Date
INTRODUCTION

History and Summary of Celerity’s Commitment to Compton

This charter is a petition for the establishment of a charter school (Celerity Achernar) to be located within the Compton Unified School District (“CUSD” or the “District”) and authorized by CUSD. This is a petition for a five-year charter term beginning on July 1, 2016 to June 30, 2021.

Celerity Educational Group (“CEG” or “Celerity”) currently operates Celerity Sirius Charter School (“Sirius”) in Compton, authorized by the Los Angeles County Board of Education. Now, as a successful part of the Compton educational community for five years, Celerity would like CUSD to serve directly as the local authorizer for our Compton charter school. If this charter is approved, Celerity anticipates the students currently enrolled at Sirius will reenroll at this CUSD-authorized charter, which will operate at the current Sirius facility (located at 310 E. El Segundo Blvd., Compton).

At Celerity Achernar Charter School in partnership with CUSD, Celerity anticipates serving a student population consisting of approximately 48% African American and 52% Latino students in grades K-8. The school will operate on a single track and non-year-round calendar. Celerity anticipates that the enrollment for the CUSD charter would be a continuation of the current enrollment of the Sirius charter, with no net loss of enrollment or revenue for CUSD. In fact, we believe CUSD will benefit from the influx of oversight revenue, special education revenue, and actual oversight of a charter that for all intents and purposes has been a partner in Compton for nearly five years.

At Sirius, Celerity has built a track record of success in Compton and the school currently serve 472 students. Based on our record of performance at Sirius, Celerity has and will continue to meet the needs of the community it serves.

Over the course of the past four and a half years, Celerity has helped to dramatically increase pupil academic achievement for students in Compton, both schoolwide and by subgroup. (See detailed analysis in Element 1 herein.) In sum, at Sirius:

✓ The percentage of students scoring Proficient and Advanced in both ELA and Math has increased from 2011-2014.
✓ After the suspension of the CST in 2013, our Cumulative Internal Benchmark scores demonstrate how we have increased and maintained an over-800 API in the past two years.
✓ In 2013, the last year of Statewide Ranking, Celerity matched resident schools with a Statewide Rank of 4 and outscored median resident schools with a Similar Schools Rank of 8 compared to the median resident schools’ Rank of 5.
✓ In Math, from 2011-12 to 2012-13 alone, our math CST scores not only surpass median resident schools both years (62% versus 60% in 2011-12, and 69% versus 62% in 2012-13), but they also increased by a higher percentage (a gain of 7% for Celerity over the
two years, versus a gain of 2% for median resident schools). Our 2013-14 Internal Benchmarks proficiency percentage of 71% shows how we have continued to grow.

- In English Language Arts, we successfully overcame our initial drop of 3% in CST proficiency percentage from 2011-12 to 2012-13 to result in a total gain of 17 percentage points the following year (2013-14) based on our Internal Benchmarks, which is above the most recent resident school scores.
- In 2014-15 Celerity raised the bar, scoring 11% higher than the district in ELA proficiency (“Standard Met” and “Standard Exceeded”), and 15% higher in Math.
- From 2012 to 2013 (the only two years of CST testing data available), Celerity improved pupil academic achievement by decreasing the percentage of students scoring Below Basic and Far Below Basic in ELA by 5% (from 25% in 2011-12 to 20% in 2012-13), while the percentage of students scoring Below Basic and Far Below Basic in median resident schools increased by 3% over the same period (from 24% to 27%).
- In 2014-2015, Smarter Balanced data continues the trend: Celerity had fewer students score non-proficient (Standard Nearly Met or Standard Not Met) than the district (15% less scored non-proficient in Math and 12% less scored non-proficient in ELA).
- Celerity’s in-seat attendance rate of 97.31% is a testament to our school environment.
- All Celerity Charter Schools are WASC-accredited.
- In every year of our charter in Compton for which we have comparable data (The CST in the 11-12 and 12-13 school year, and Smarter Balanced Data for the 14-15 school year), the following subgroups have outperformed the local district: English Learners, African American students, Latino/Hispanic students, and Socioeconomically Disadvantaged students.
- Data for our special education students in ELA and Math show that achievement has risen each year from 2011-2014.

Celerity is committed to equipping the students of Compton with academic tools and skills necessary to matriculate into and graduate from a four year college or university. Every Celerity staff member believes in the value of a college education.

Information from the U.S. Census Bureau 2010 report reinforces the value of a college education: workers 25 and over with a bachelor’s degree earn an average of $56,665 a year, while those with a high school diploma earn $30,627. Workers with a master's degree make an average of $73,738, and those with a doctoral degree earn an average of $103,054, and a professional degree earns an average of $127,803. Looking at it from a different view, over an adult's working life (45 years), high school graduates can expect, on average, to earn $1.4 million; those with a bachelor's degree, $2.6 million; and people with a master's degree, $3.3 million. Persons with doctoral degrees earn an average of $4.6 million during their working life, while those with professional degrees do best at $5.8 million. Annual census taken for 2013 show workers 25 years old and over with a bachelor’s degree earning an average of $50,254 a year, with those with a high school diploma earning $27,528. Workers with a master’s degree earned an average of $66,493. Comparison over a 45 year adult working life,
According to the California Department of Education, Compton Unified School District has a graduation rate of 60.2%. This rate represents a 6% increase over the past five years. At Celerity, students are already excelling academically. Through this partnership, Celerity will work hand in hand with CUSD to continue Compton’s rise in academic achievement under the leadership of this board.

At its core, Charter Schools are an example of a true grassroots movement taking shape across the country, whereby students, parents, educators, and stakeholders are coming together to work hand in hand with their local schools to provide new, increased educational options; options that provide parents, control over their children’s education.

Celerity Achernar Charter School will operate as an independent charter school developed and operated by Celerity Educational Group, a non-profit organization. Celerity Educational Group has the primary goal of working within the greater Los Angeles area to help provide solutions for improving academic performance and college-preparedness for all students. Celerity stands ready to share data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement, especially in historically underserved areas.

Celerity not only has experience in Compton in particular, Celerity has extensive experience in general with serving student populations that are predominantly African-American and Latino (average of 93%) and with an average of 94% of students that qualify for free or reduced lunch. In addition, CEG has also successfully served an English Learner (“EL”) population of 37% (average). CEG has implemented and refined educational programs that have improved the academic performance and closed the achievement gap for student populations here, as well as those similar to that of Compton Unified.

We believe that creating an excellent learning environment requires a strong and unwavering commitment to academic excellence and quality. Every Celerity Charter School is a learning community that offers a safe and conducive learning environment because students feel unalienated, nurtured and connected to caring adults. Teachers and staff are trained to understand how they can establish deeper, genuine, and authentic rapport with students and extend more support in developing their academic potential. Our curriculum incorporates the Principles of Learning together with Culturally Relevant Pedagogy and is implemented through a Project Based Learning Model.

History of Celerity Educational Group

Celerity Educational Group (CEG) is an independent non-profit charter management organization that opened and currently operates 7 exceptionally high performing public charter schools within the Los Angeles metropolitan area. Celerity has been providing an outstanding education since its inception in 2005, serving the Kindergarten thru 8th grade levels. CEG has grown by leaps and bounds in its first ten years to become a leader amongst independent non-
profit charter management organizations. All CEG charter schools function at a level of high academic standards resulting in strong progressive student growth.

The board of CEG includes a former Secretary of Commerce under President Carter, a prominent television network executive, an award winning movie and music producer, a General Counsel and partner at a firm specializing in technology, and a Director of Payroll for a large organization. This combination of public education and private industry expertise provides the organization with a solid direction for student and organizational achievement.

CEG serves over 3,500 students with the majority living in the local areas which have been plagued with overcrowded local schools and excessive crime rates for decades. Most of these local neighborhood schools have had API’s (Academic Performance Index) traditionally measuring significantly lower than the state averages. CEG has been able to combat the odds by providing strong educational programs which are focused on creating a positive social change. A challenging curriculum also provides the opportunity to strengthen each student’s learning abilities and make them successful in the classroom and beyond. CEG’s 10 year results show API’s measuring significantly above the public schools in their local area and growth that far outpaces the state’s growth. These astonishing results have all been accomplished by CEG in an effort to fulfill its mission of servicing at-risk youth. CEG is committed to making children successful in their academic endeavors and pledges to make graduation from a college or university a truly attainable goal for all of their students.

FOUNDING GROUP

Grace Canada, CEO

Grace Canada, Ed.D. serves as the CEO of Celerity Educational Group. Prior to becoming the CEO, Dr. Canada served as the Director of School Services, in which she supported principals in the operation of the schools. She began at Celerity as the founding principal of the first Celerity School. Dr. Canada was an Administrator for the Los Angeles Unified School District. She has served as an educator in Los Angeles for over 19 years. Her experience includes all elementary grade levels. She brings expertise in the areas of Literacy development and Special Education. She holds two Masters degrees in Education, the first from Chapman University in Curriculum and Instruction, the second from Pepperdine University in Educational Administration, and most recently, in the summer of 2014, received her Doctorate in Education in Organizational Leadership from Pepperdine University. Her BA was earned at Occidental College in Biology. She also holds state issued credentials to provide the following services: School Administration and Multiple Subject Teaching Credential. In addition to serving as a classroom teacher and a school administrator, Dr. Canada has also served as a Literacy Coach for the Los Angeles Unified School District and a teacher for the Inglewood Unified School District.

Curt Hessler, CEG Board Member
Served as Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter’s Economic Policy Group; and Associate Director of the President’s Office of Management and Budget. In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries and is a Professor at the UCLA Law School, with extensive experience in M&A, finance, strategic development, and law. He is the founder and Chairman of 101communications LLC. A profitable $60+ million IT media company built from 10 acquisitions in the US, UK, and Germany. His previous experiences include: Executive Vice President, Times Mirror Company. Vice Chairman, Unisys Corp. President/CEO, Quarterdeck Corporation. Chairman/CEO, I-Net, Inc. Partner at the law firm of Paul, Weiss, Rifkind, Wharton & Garrison. Curt Hessler brings extensive finance experience serving high-level positions in the federal government and within the private industry as a CEO and CFO of major corporations.

**Dana Walden, CEG Board Member**

Dana Walden is currently the Executive Director of The Dream Project and the CEO and Founder of Dreams in Action. Prior to his current positions he was co-owner of Laurel Canyon Animal Company (LCAC) and still is a principal Producer and founder of Enlightened Innertainment (EI). LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. EI creates media that educates and entertains. Mr. Walden has experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide. Mr. Walden specializes in managing the visionary and creating programs that can be sustainably actualized.

**Ron Ben-Yehuda, Board Member**

Mr. Ben-Yehuda has over twenty years of experience working as a Chief Business Development Officer and General Counsel. He is currently partnered at a firm that specializes in Technology Licensing, Development and Marketing, Mergers and Acquisitions and Online Sales. Mr. Ben-Yehuda oversaw the establishment and development of numerous strategic marketing and technology relationships that generated substantial growth for the company. He enjoys sharing his knowledge of expertise by frequently lecturing at numerous conferences and events sponsored by UCLA Law School, USC Computer Law Institute, the Copyright Office, and many other organizations.

**Julie Stern, Board Member**

Ms. Stern currently holds a prominent position as an executive-network consultant with NBC and is responsible for all aspects of Development and Production of Programming. Prior to this, Ms. Stern worked with the Oprah Winfrey Network as Senior Vice President, Production. Ms. Stern was responsible for the oversight of the network's production in daytime and primetime series, specials and documentaries.

Ms. Stern, as a highly seasoned Producer, brings an impressive range of experience, having worked with almost every major broadcast and cable network. Her record of successes in a
wide variety of genres along with her reputation for production strategies and strength of character makes Ms. Stern a perfect fit for Television Network. Ms. Stern also served as Vice President, Production for Lifetime Entertainment, where she was responsible for oversight of all unscripted programming, including the Emmy Award winning hit reality series, Project Runway.

**Francisco Mares, Board Member**

Mr. Mares is certified as a Payroll Professional (CPP) and is currently the Director of Payroll with the Screen Actors Guild-American Federation of Television and Radio Artists (SAG-AFTRA). With over twenty years of experience in the payroll/accounting field, Mr. Mares is considered a highly respected Payroll expert. He oversees payroll operations for over 200,000+ employees/performers on a daily basis and plays a vital role as a subject matter expert on all aspects of payroll administration, including the latest laws and regulations impacting payroll.

Element 1. Description of Educational Program

_Governing Law:_ 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. Education Code Section 47605(b)(5)(A)(i).

1. _Target Population_

_Students to Be Served_

Celerity Achernar Charter School will serve students in Kindergarten through grade 8.

Servicing Compton’s student population and demographic aligns to CEG’s mission and existing student populations. CEG seeks to serve underserved communities by becoming an agent of change, which follows the intention of establishing Celerity. According to the California Department of Education, in the 2014-2015 school year, approximately 75.1% of the students attending Compton Unified School District are eligible to receive free or reduced lunch, serving a student population that is approximately 19.2% African-American and 79% Latino, with an English Language Learner population of approximately 35.4%. CEG is committed to serving students in at-risk situations and from historically underserved communities, such as Compton. Celerity Achernar Charter School will continue our track record of providing a high-quality school for Compton’s students and community. Additionally, Celerity Achernar Charter School will be an agent for change. Celerity Achernar Charter School will achieve academic excellence for the students and community by maintaining the following goals:

1. _Academic Excellence to intellectually challenge and maximize students' potential for lifelong learning._
2. _Qualified Teachers and Paraprofessionals who serve the needs of students._
3. _Parental Investment and Community Involvement in sharing the responsibility for educating our children._
4. _Diversity and Mutual Respect to foster a supporting and rich learning environment._
Many families in Compton face significant economic challenges, with average per capita income 50% below the Los Angeles County average, see Figure 1.2. Celerity Achernar Charter School will provide Compton families access to a high-quality educational program that will prepare their children to be academically competitive when applying to college in the future, allowing them to pursue whatever professional path they choose. Many children from low-income communities do not have access to such an education, especially throughout their District. We share Compton Unified School District’s commitment to increase the excellent educational opportunities available in the Compton community. Celerity Achernar Charter School will structure the school to support the needs of the students by providing extended learning times, in-school tutoring, intensive after-school intervention programs, rigorous standards-based instruction, academic teaming, technology integration and on-going academic assessments. These components have resulted in increased student achievement in this community at our Sirius school, and we hope to continue that success in a direct partnership with CUSD.
The public school student population in the target community is predominantly low-income: approximately 75.1% students in Compton Unified School District qualify for free or reduced lunch. This percentage is extremely high and demonstrates the financial hardships students endure at home. Celerity Achernar Charter School will provide students an opportunity to receive the skills and knowledge to improve their economic conditions and elevate the per capita income of their community.

Need for Celerity Achernar

We share CUSD’s belief that despite financial challenges, all students should have access to a high-quality education that provides them the necessary foundation and skill-sets to succeed in life. Celerity Achernar Charter School will ensure that all students are prepared to succeed in high school, college and beyond. Unfortunately, historically, the students and communities we serve at our Celerity schools have been severely underserved.

While Celerity recognizes the challenges students face who are living at or below poverty, CEG charter schools have demonstrated academic success in servicing not only Compton but other similar student populations as well. Historically, academic achievement levels in Compton have correlated with the too-often predictive statistic of poverty’s impact on learning and reflect the additional learning needs of students whose home language is not English. Given the socio-economic and linguistic profile of the District, and the historical academic
performance levels of local public school options, there is a compelling need for Celerity Achernar in this community.

One of Celerity’s greatest successes is the use and implementation of technology into our curriculum. Teachers plan lessons that integrate technology with student projects. Teachers and students use laptops weekly for ST Math practice and online Assessments. In addition, every classroom is equipped with a media cart which contains a document projector and LCD projector for instructional use. Celerity also uses PowerSchool as our student information system. Through PowerSchool, parents are able to log into their child’s grade-book at their convenience to monitor and track their child’s attendance, meals, and academic progress. We will continue to develop our technology program with wireless access points and networking to allow students with access to the internet at the same time for instruction and assessment.

Another success is systems of support, professional development, and communication with teachers. Teachers feel supported by each other and work collaboratively to increase student achievement. Celerity teachers also communicate with parents on a regular basis regarding the academic progress of their child. Conferences, classroom newsletters, emails, and phone calls are just a few examples of communication methods between teachers and parents. In addition, the administrative team has an open-door policy for teachers to address concerns and to offer support. Celerity will continue to hire credentialed teachers who have a commitment to and passion for working with at-risk students. Celerity’s in-seat attendance rate of 97.31% is a testament to a school environment where teachers genuinely care about each student and students in turn are motivated to come to school and learn.

The mission of Celerity Achernar 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. Celerity teachers will hold high expectations for each student while motivating and challenging students through hands-on projects and learning activities.

In accordance with our charter, our curriculum will be aligned to Common Core Standards and California State Content Standards. We will use Houghton-Mifflin Journeys/McDougal Littell for Language Arts and Social Studies, Envision Math/Digits for Math, and CPO/Foss Kits for Science. Students will be provided with textbooks and learning materials to facilitate the learning process. Integrated into our curriculum will be the Principles of Learning and Culturally Relevant Pedagogy. Our teachers will be trained and will work in collaborative grade-level teams to infuse principles such as academic rigor, accountable talk, clear expectations, recognition of accomplishment and fair and credible evaluations. The cultures from which our students come from will be valued assets that will be respected in the classrooms and used to enhance student learning. In addition, students will be allowed opportunities to demonstrate and integrate their learning through projects and hands-on learning activities.
Best practices and innovative features at Celerity Achernar include:

- **Collaboration** – teachers will meet weekly in grade-level teams to analyze and disaggregate data, use the data to drive instruction, to share successful strategies, and to support each other.

- **Data driven instruction** – on a weekly and bi-monthly basis, teachers will analyze assessment results from programs such as the curriculum, Study Island, and SchoolNet Assessment results to identify student strengths and areas of need. This data will then used to guide lesson planning and design for the next week, or assessment period.

- **Communication** – at Celerity we believe in over-communication. Teachers, parents, staff and administrators will communicate via telephone, cell phone, email, conferences, newsletters, and texting to ensure the success of each student. PowerSchool will also be used as another tool for communication with parents regarding their child’s academic progress.

- **Technology** – technology will be integrated into the curriculum for instructional delivery, for assessments such as online curriculum-based assessments, School Net, and Study Island, for teaching math skills through ST Math, and to maintain our student information system on PowerSchool.

Meeting the needs of subgroups:

**English Learners** – Celerity Achernar Charter School teachers will be provided professional development on differentiating instruction for their English Learners. In addition to SDAIE strategies, Celerity Achernar Charter School will invest in professional development in SIOP (Sheltered Instruction Observation Protocol), a research-based intervention model for English Learners. Regular professional development for teachers and administrators will focus on the following three areas that will benefit our CUSD-authorized charter: 1) supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy, 2) transitioning to the new ELD standards and implementation within the instructional program 3) training in SIOP. We will develop professional development around SIOP and observed for SIOP strategies being used in the classroom.

Celerity Achernar Charter School teachers will incorporate culturally responsive teaching and learning to tap into students’ prior knowledge and interests. In addition, teachers will practice clear expectations, incorporate a variety of strategies and techniques to check for understanding, and deliver instruction in a variety of modalities to tailor learning for different learning styles. Teachers will use data and assessments, formal and informal, to target student needs, create flexible grouping, and guide instruction. Teachers will also be trained in and
incorporate Bloom’s Taxonomy and Webb’s Depths’ of Knowledge into classroom instruction.

Students with Disabilities – Students with disabilities will be provided services according to their IEPs. Teachers will be trained in accommodations and modifications and will provide accommodations for students as needed and/or required. The school Resource Teacher will provide a variety of support services such as consulting with classroom teachers, providing push-in and pull-out services, and team-teaching with general education teachers. Celerity will implement the learning center model where both students with IEPs and general education students receive small group instruction from the Resource Teacher on an as-needed basis.

The governing board members of Celerity Achernar Charter School, Celerity Educational Group (CEG), are broadly representative of the schools and our communities, have broad and deep experience in all matters related to the administration and operation of large entities, and have a passion for successfully educating our target student populations. Sound decisions that affect the educational program at Celerity are based on first-hand experiences. In addition, CEG board members also have legal and business experience and make sound legal and business decisions for the school. Specifically, the CEG board has made decisions that contribute to Celerity Achernar’s success in the following ways:

- Teacher Recruitment – Our teacher salaries are competitive with LAUSD’s salary table. This allows us to selectively recruit qualified candidates. Qualified teachers are recruited through various search methods, such as EdJoin and partnerships with Schools of Education at local universities such as Pepperdine University, University of Southern California, University of California Los Angeles, Occidental College, California State University Los Angeles, and California State University Dominguez Hills.

- Salary and Benefits – The CEG board has established very competitive teacher salaries and an exceptional benefits package. This has had a significant positive impact on teacher retention, staff morale, and maintaining small classroom learning environments.

- Meal Program – The CEG board has approved our meal policy where all students regardless of free or reduced lunch status are fed breakfast and/or lunch to ensure that hunger is not an obstacle to learning. Charter School shall comply with the Healthy Food, Healthy Student Act (Ed. Code § 49430 et seq.) as applicable.

- Reallocation of Resources – The CEG board members exemplify their commitment to academic excellence through their decision to reallocate and prioritize resources in the midst of switching to the Common Core. Several examples are as follows:
  - Increasing the allocation for technology (laptop purchase, technology infrastructure)
Reallocating resources for the purchase of textbooks that are aligned to the CCSS (such as Journeys and Envisions/Digits)

Reallocating resources for teacher professional development on CCSS (for example, realigning pacing plans to CCSS and to the new curriculum)

In the current school year the board participated in the budget process and worked with the administration to change the budget process to include all stakeholders in an effort to construct a budget that was fiscally sound.

Since 2005, Celerity Charter Schools have increased the achievement of at-risk students. Celerity Achernar Charter School anticipates that its students will come from the Compton community and surrounding districts such as Bellflower, Downey, Hawthorne, Inglewood, Long Beach, Los Angeles Unified School District, Lynnwood, Norwalk/La Mirada, and Paramount.

Long-term, the district benefits 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 matriculate into district high schools. The students from Celerity entering into district high schools are well-prepared for high school A-G requirements and college preparatory classes.

Through Celerity, the Compton community will have a community partner to educate their children, hold neighborhood council meetings, and host community events where parents, students, and staff members volunteer. Many of our parents refer to Celerity as their “second home.” Parents volunteer on a daily basis and many express their appreciation for the opportunity to be an active participant in their children’s education.

Students who attend Celerity Achernar Charter School 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 Achernar Charter School will benefit from an environment where parents and teachers work in partnership to meet student achievement goals.

Projected Student Enrollment
Celerity Achernar Charter School intends to serve 482 students in year 1 of the charter renewal term and reach estimated enrollment of 522 students. Year to year projected student enrollment by grade level is shown in Figure 1.3 below:
Figure 1.3 - Projected Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK/K</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>1st</td>
<td>79</td>
<td>80</td>
<td>80</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>2nd</td>
<td>61</td>
<td>66</td>
<td>67</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>3rd</td>
<td>72</td>
<td>58</td>
<td>62</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>4th</td>
<td>51</td>
<td>63</td>
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<td>54</td>
<td>57</td>
</tr>
<tr>
<td>5th</td>
<td>49</td>
<td>49</td>
<td>61</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>6th</td>
<td>36</td>
<td>40</td>
<td>40</td>
<td>52</td>
<td>38</td>
</tr>
<tr>
<td>7th</td>
<td>18</td>
<td>28</td>
<td>29</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td>8th</td>
<td>26</td>
<td>18</td>
<td>24</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>482</td>
<td>492</td>
<td>502</td>
<td>512</td>
<td>522</td>
</tr>
</tbody>
</table>

By providing a high-quality public school in the community, Celerity Achernar Charter School will be able to recruit and retain students to meet its maximum enrollment capacity of 522 in five years. CEG continuously operates all of its charter schools with a substantial annual wait list due to overwhelming demand for its charter schools based on its high performing track record.

2. Mission
The mission of Celerity Achernar Charter School is to provide a school where students of under-served communities will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

Celerity Achernar 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 encompasses five critical focus areas that affect the school community:

*Academic Excellence*

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

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

**Qualified Teachers and Paraprofessionals**

Teachers and paraprofessionals will meet ESSA standards.

**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 for Diversity**

Celerity Achernar Charter School 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.

**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.
- Articulate communicator: Communicates well by reading, writing, listening, and speaking and uses these skills to continue learning, develop one's career, and become a productive citizen.
Problem Solver: Demonstrates the ability to find solutions or goals where no routine answer is evident, gather data, analyze evidence, and build arguments to support or refute hypotheses in a logical manner.

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 Achernar Charter School will achieve its mission and vision by implementing its five Core Practice Benchmarks. These Core Practice Benchmarks will 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 Achernar 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 are not 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 will learn how to conduct research based on inquiry 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 also use laptops to conduct research and to assess their mastery of state content standards and Common Core state standards.

It is the goal of Celerity Achernar Charter School that all students become self-motivated, competent, and lifelong learners.

Educational Philosophy

Distinguishing Features of Celerity Achernar Charter School

Higher Expectations

All students of Celerity Achernar Charter School will work toward meeting or exceeding the grade level content standards. We believe in meeting and exceeding standards and supporting students to meet them. Teachers will meet twice a week after school hours for professional development in weekly staff meetings and to meet as grade-level teams.

Parent Participation

We will include parents as an integral part of the day-to-day operations of the school. Through the school's Parent Teacher Organization (PTO) and site-based decision-making team, parents work alongside school staff to set policy, raise funds, administer programs, and organize events. Parents will be invited into the school to volunteer. Volunteer opportunities may
include: assisting teachers with small group activities during the instructional day; supervising and monitoring students before school, during recess, during lunch, and after school; assisting students with breakfast and lunch; assisting with the monthly school newsletters; and helping in the main office. 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 Achernar Charter School will provide after school classes in addition to providing a minimum of 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.

Students also will participate in fun academic enrichment activities that are aligned to their grade level-pacing guides. Daily Social Enrichment activities will include activities such as chess, character building, song, dance, and computer lab. All students will 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 will have the opportunity to participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, 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.

**Student Assessment**
Celerity Achernar 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. Teachers will meet in grade-level teams weekly to disaggregate and analyze the internet based assessment data. They will use this data to plan instruction for the next week, and to identify students requiring additional instruction, and to plan re-teach lessons. Teachers will use this time to collaborate and share effective teaching strategies. After each benchmark assessment, teachers will meet as a grade-level to analyze data and use the data to inform instruction for the next two months. In addition, teachers will identify the proficiency level for each student and create action plans specific to each student not demonstrating mastery of the grade-level standards tested. Parents will have access to their child’s assessment information through parent meetings and the internet.

**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 also will 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 Achernar Charter School will be responsible for the implementation of the school’s mission and vision and 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 Achernar 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.

**Performing Arts Program**

Students in Kindergarten through the Eighth grades will participate in a performing arts program which integrates Dance, Music, and Theatre. All students will interact with the California State Visual and Performing Arts standards through five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. All students will have the opportunity to demonstrate and share what they have learned with their families and school community three times a year by performing in the Fall, Winter, and Spring Performing Arts Showcases.

3. **Curriculum and Instructional Design**
The Instructional Environments
The overall curricular and instructional design and structure at Celerity Achernar Charter School will be centered around incorporating the Principles of Learning together with Culturally Relevant Pedagogy, and is 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
Celerity Achernar Charter School’s environment will infuse the Nine Principles of learning by providing 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 Nine Principles of Learning explored below:

- **Academic Rigor in a Thinking Curriculum**

  Academic rigor engages students in active reasoning and calls for a deep level of commitment to a knowledge core. Students will construct their own knowledge, and the ideas they develop will be in good accord with known facts and established concepts.

  Celerity integrates rigor into the curriculum. Reading comprehension, reasoning, writing, and problem-solving - all of these thinking skills depend on what an individual knows. We 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, demands students to raise questions, problem solve, think and reason. Students will be challenged to construct explanations for their thinking and justification for their arguments.

- **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. Accountable talk will be evidenced through activities such as Think-Pair-Share and Buddy-Buzz.

- **Clear Expectations**

  Teachers will communicate clear expectations about what students will learn, how they will learn, and what qualifies as good work through models and descriptive
criteria. They will set explicit content and performance standards that all students work to achieve, and 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 are able to assess their progress toward a set goal. They will therefore be able to take responsibility for their own learning.

- **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 through reflections and self-assessments. 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.

- **Learning as Apprenticeship**

  Learning from the experts, students will be apprentices working under experts in the field. Just as apprentices are coached by their expert, students will be coached by their teachers, visiting community members who are experts in their fields, and more advanced peers who are able to challenge and suggest modifications to the work.

- **Fair and Credible Evaluations**

  Evaluation standards will be known in advance allowing for systematic and effective 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. Student learning will be displayed in the classrooms as showcase pieces, celebrating and recognizing the work the student has done achieve that standard/s.

- **Socializing Intelligence**

  Teachers will teach the skills of intelligent thinking, how to solve problems, and use reasoning skills to understand and make sense of their learning and the world in which they live.
Organizing for Effort

Teachers will teach students to understand that through hard work, and sustained effort, high achievement can be achieved. Students will understand that much effort is expected and that everything is organized to support this effort.

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 of this model will be 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 are culturally relevant and 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, developed by Lila N. Carol. 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 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.

Demonstration of Success in Similar Populations - Principles of Learning and Culturally Relevant Pedagogy

Similar to Compton Unified School District, Celerity Achernar Charter School will enroll high number of minority and English Learner students as well as similar Special Education Population Demographics. Since their inception, all Celerity schools have implemented Principles of Learning and Culturally Relevant Pedagogy and the test scores have consistently gone up from year to year.

The following data in figure 1.4 shows that there is a positive correlation between the implementation of Principles of Learning and Culturally Relevant Pedagogy with academic achievement. Schools and school districts that have implemented the Principles of Learning and Culturally Relevant Pedagogy in their curriculum have shown an increase in academic achievement. The below figure demonstrates the academic success over a 5 year span as evidenced by Academic Performance Index scores for our first three schools - Celerity Nascent
Charter School, Celerity Dyad Charter School, and Celerity Troika Charter School – which infuse both the Principles of Learning and Culturally Relevant Pedagogy into the curriculum.

Figure 1.4 - Celerity Charter Schools API 2006-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Celerity Nascent API</th>
<th>Celerity Dyad API</th>
<th>Celerity Troika API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>866</td>
<td>884</td>
<td>970</td>
</tr>
<tr>
<td>2010</td>
<td>782</td>
<td>836</td>
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<td>667</td>
<td>592</td>
</tr>
<tr>
<td>2007</td>
<td>674</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>663</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 below.

The following bar graph (Figure 1.5) represents the number (%) of proficient students in the Knoxville School District between 2004 and 2006 where the x-axis represents the school year and the y-axis represents the percentage of students testing proficient.

Figure 1.5 - Knoxville School District

<table>
<thead>
<tr>
<th>Year</th>
<th>% students testing proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>46.2</td>
</tr>
<tr>
<td>2005</td>
<td>58.1</td>
</tr>
<tr>
<td>2006</td>
<td>65.1</td>
</tr>
</tbody>
</table>
The following bar graph (Figure 1.6) represents the number (%) of proficient students in the Denver School District between 2004 and 2006 where the x-axis represents the school year and the y-axis represents the percentage of students testing proficient.

**Figure 1.6 - Denver School District**

<table>
<thead>
<tr>
<th>Year</th>
<th>% students testing proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>58%</td>
</tr>
<tr>
<td>2005</td>
<td>61%</td>
</tr>
<tr>
<td>2006</td>
<td>65%</td>
</tr>
</tbody>
</table>

The following bar graph (Figure 1.7) represents the number (%) of proficient students in the Trenton School District between 2004 and 2006 where the x-axis represents the school year and the y-axis represents the percentage of students testing proficient.

**Figure 1.7 - Trenton School District**

<table>
<thead>
<tr>
<th>Year</th>
<th>% students testing proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>54.3%</td>
</tr>
<tr>
<td>2005</td>
<td>55.1%</td>
</tr>
<tr>
<td>2006</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

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 .

In more recent years, in 2012 Michigan State University conducted a study on the effect of the Project-Based Learning on narrowing the achievement gap between high-SES 2nd grade students and low-SES 2nd grade students (Halvorsen et. al, 2014). The study showed that after engaging students in a project-based learning unit in social studies and reading and then assessing those students to determine achievement in those content areas, there was no SES achievement gap as determined by the standards-based assessments administered. The research data instead showed that students from low-SES schools had attained statistically equivalent levels of achievement as students from the high-SES schools. In addition, the research also confirmed that the project based approach can lead to significant gains when used to teach “neglected domains” (e.g. social studies) with disadvantaged students. (http://education.msu.edu/epc/library/papers/documents/WP26NarrowingtheAchievementGap.pdf).

In another study conducted in 2010 with 24 fourth grade students with disabilities, researchers found that students made significant gains in academic performance as well as in motivation, cooperative learning, social acceptance, and engagement in the learning process (Filuppatou & Kaldi, 2010). The study also showed that after participating in project-based learning, students had improved levels of self-efficacy and that all students reported that project-based learning helped them learn better and retain more information about the content being taught. (https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzYmxzyXNIYXJjaHJjc291cmNlc3xneDo3ZTUwZTRiNTBiNWMwMGFl).

In a study conducted by Hernandez-Ramos and Paz (2009) project-based learning was found to result in “greater knowledge gains” and improved attitude towards the content matter for students who participated in project-based learning versus those who did not. Additionally, the researchers found that the majority of students in the participating groups had positive views about the experience of project-based learning itself. (https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnzxYmxzyXNIYXJjaHJjc291cmNlc3xneDo3NDdiOTI1MTM0OTcwYzdj).

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-
Principles of Learning, Project Based Learning, and Culturally Relevant and Responsive Education will be 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 will include a technology component, in which they use the Microsoft components to present their finished piece. Additionally, students will 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 Achernar Charter School’s instructional program will provide real world preparation for students for the future and for 21st century standardized assessments. Technology will be integrated into the curriculum for instructional delivery, formative assessments, teaching math skills through math standards, and maintaining our student information system. We will incorporate Study Island and ST Math to supplement the curriculum and assess student learning. The ST Math™ program and Study Island will include 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 will meet 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.

4. Learning Environment

In order to staff the educational program to most effectively deliver this instructional design, Celerity Achernar Charter School will have two curriculum specialists, one to focus on the elementary grade levels and one to focus on and meet the specific needs of the middle school grades. 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 also will provide professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum Specialists also will 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.
Professional Communities

All teachers will work in small collaborative teams in which lessons are studied as a learning community and in which accountability for student success is a shared responsibility. 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. Celerity Achernar Charter School will recruit qualified new and experienced credentialed or university intern teachers who fully meet all state certification and licensure requirements and are committed to our core values and beliefs. Celerity Achernar Charter School will recruit through hiring fairs, advertising, and targeted University contacts.

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 will 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.

Professional Development

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and who to attend to the diverse needs of each student as an individual. Celerity Achernar 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 to 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 to be developed to address needs for individual teachers, grade levels, content area specialists, and for school-wide staff development initiatives.

Professional development includes time for teacher collaboration and curriculum development. Teachers will observe and share expertise with each other. All teachers will be trained in the Common Core State Standards, 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.

Professional Development will begin during the summer prior to the commencement of the school year. The all-day professional development will continue five more times throughout the school year on Pupil-Free PD days. In addition, teachers will meet weekly for on-going PD through grade-level team meetings and staff meetings. Grade-level team meetings will allow teachers to work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

Teachers benefit most from professional development that provides time for teacher collaboration 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 during weekly grade-level team meetings, during weekly staff meetings, and during Pupil-Free Professional Development Days. The Celerity Achernar Charter School staff will to attend and/or conduct professional development activities that support access by students with disabilities to its general education program.

The Celerity Achernar Charter School’s teachers will plan cross curricular, standards-based projects in grade-level teams three (3) times a year, prior to the start of each progress reporting period. In teams, teachers will create project-based performance assessments integrating California content standards. The teams will 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, Charter School teachers will meet in teams to validate and analyze student performance assessment work samples. This data will 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. The Celerity Achernar Charter School’s teachers are also given time to meet in collaborative teams to reflect, critique each other’s lessons, and provide feedback.

The Celerity Achernar Charter School’s leadership will monitor the school’s educational program by reviewing assessment data (e.g. progress reports, state assessment reports, Study Island, SchoolNet, ST Math, etc.) with teachers. Teacher teams will identify grade-level strengths and weaknesses and report their findings to the staff. As a staff, school-wide strengths weaknesses will be identified based on the findings and school-wide goals will be created. Action plans to achieve the goals will then created and implemented. Throughout the school year, planning sessions will be held to discuss the effectiveness of the after school tutoring program. Teachers will communicate with the after-school tutoring staff to specifically target the supplemental instruction to meet each student’s needs.

All teachers at the Celerity Achernar Charter School 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 will 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. Teachers will receive professional development in content such as: the Principles of Learning, Project-Based Learning, Culturally Relevant Pedagogy, Bloom's Taxonomy, classroom discipline, differentiating instruction, English Language Development (ELD) strategies, Specially Designed Academic Instruction in English (SDAIE) strategies and accommodations for students with special needs.

At the beginning of every academic year, there will be a 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 will 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.

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 Achernar Charter School will continue to implement professional development programs that ensure:

- 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 be delivered by the Principal, Chief Executive Officer, Central Staff, Curriculum Specialists, and outside consultants who are experts in their fields and textbook publishers.

5. **Instructional Approaches**

Celerity Achernar Charter School 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 if the student enrolls mid-year, 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 Celerity Achernar Charter School.

Teachers will use the following instructional techniques to teach students the subject matter set forth in the standards: direct instruction and 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 following 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 using real world connections on a daily basis. They will experiment with a variety of genres. English, spelling, handwriting and other mechanics are taught within writing workshops, which occur between 1-3 times per week and integrate different subject areas.

**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 thinking chronologically, 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 will combine 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 will 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 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 learn to listen to and consider the ideas and observations of other students.

**Visual and Performing Arts (core)** - Students in Kindergarten through the Eighth grades will interact with the California State Visual and Performing Arts standards through five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications.
The arts will be core subjects, each containing a distinct body of knowledge and skills. Academic rigor will be 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 will be to help students make connections between concepts in all of the arts and across subject areas. The fifth strand in these standards will require 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 will 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, as individuals and as members of society, will 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 will be:

- 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 at Celerity Achernar Charter School will contribute to good health, develop fundamental and advanced motor skills, improve students’ self-confidence, and provide 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 work cooperatively to achieve a common goal, meet challenges, making decisions, and work as a team to solve problems.

In accordance with our Wellness Policy, Celerity Achernar’s nutrition education and physical education programs will be 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 will be provided as part of the health education program in Grades K-8 and, as appropriate, the education will be integrated into core academic subjects and included in after-school programs. All K-8 Celerity Achernar Charter School students will be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity will be 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 Achernar Charter School will ensure that students learn computer skills while pursuing academic goals. Celerity Achernar Charter School 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 are 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**

Intervention Programs

Coordination of Services Team (COST) will be a team of school staff members that will meet on a regular (weekly or bi-weekly) basis to provide a systematic, preventative approach to
student intervention. This process will allow 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) will be a team consisting of school staff members and the parent or guardian of the student being referred that will meet to discuss student strengths and needs. The team will be 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 will consist 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 will provide staff with a multi-tiered approach to early identification and support of students with learning and behavior needs. At Celerity, RTI will begin with high-quality classroom instruction for all students. Ongoing student assessment will serve 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 will be used to differentiate instruction for all students. Within Tier 1, all students will receive high-quality instruction and differentiation from the classroom teacher. Students not making adequate progress with Tier 1 supports will then be provided with increasingly intensive instruction that is matched to the students’ specific needs. Tier 2 intervention services will be 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 will be selected from the State Adopted Textbook list (see Figure 1.8). 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.

Figure 1.8-Textbook List

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>English Language Arts</td>
<td>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</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>K</td>
<td>English Language Development</td>
<td>Journeys Common Core Reader's Notebook Consumable Collection</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>K</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
</tr>
<tr>
<td>K</td>
<td>Science</td>
<td>Kit FOSS Materials in our World 3rd ed, Kit FOSS Trees + Weather &amp; Kit FOSS Animals</td>
<td>Delta Education</td>
</tr>
<tr>
<td>K</td>
<td>Social Studies</td>
<td>My World</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>1</td>
<td>English Language Arts</td>
<td>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</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>1</td>
<td>English Language Development</td>
<td>Common Core Reader's Notebook Consumable Collection &amp; Online Common Core Resources 2014</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>1</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
<td>Kit FOSS Air + Weather 3rd ed, Kit FOSS Plants + Animals 3rd Ed, Kit FOSS Solids and Liquids 3rd Ed</td>
<td>Delta Education</td>
</tr>
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<td>1</td>
<td>Social Studies</td>
<td>School and Family</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>2</td>
<td>English Language Arts</td>
<td>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</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>Grade</td>
<td>Subject</td>
<td>Description</td>
<td>Supplier</td>
</tr>
<tr>
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</tr>
<tr>
<td>2</td>
<td>English Language</td>
<td>Common Core Reader's Notebook Consumable Collection &amp; On-line Resources</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies</td>
<td>Neighborhoods</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>3</td>
<td>English Language</td>
<td>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</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>3</td>
<td>English Language</td>
<td>Common Core Reader's Notebook Consumable Collection &amp; Online Common Core Resources 2014</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
<td>Communities</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>4</td>
<td>English Language</td>
<td>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</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>4</td>
<td>English Language</td>
<td>Common Core Reader's Notebook Consumable Collection &amp; Online Common Core Resources 2014</td>
<td>Houghton Mifflin</td>
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<tr>
<td>4</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td>California Studies</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>5</td>
<td>English Language</td>
<td>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</td>
<td>Houghton Mifflin</td>
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<tr>
<td>Grade</td>
<td>Subject</td>
<td>Textbooks</td>
<td>Publisher</td>
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<tr>
<td>5</td>
<td>English Language Development</td>
<td>Time: A First Look at Time and Clocks, Unit 6 Frindle</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>5</td>
<td>Math</td>
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<td>Pearson</td>
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<td>5</td>
<td>Social Studies</td>
<td>United States History: The Early Years</td>
<td>Houghton Mifflin</td>
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<td>6</td>
<td>English Language Arts</td>
<td>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</td>
<td>Houghton Mifflin</td>
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<td>6</td>
<td>English Language Development</td>
<td>Common Core Reader's Notebook Consumable Collection &amp; Online Common Core Resources 2014</td>
<td>Houghton Mifflin</td>
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<tr>
<td>6</td>
<td>Math</td>
<td>envision Math Common Core Consumable &amp; Digital</td>
<td>Pearson</td>
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<td>6</td>
<td>Science</td>
<td>Earth Science</td>
<td>CPO</td>
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<tr>
<td>6</td>
<td>Social Studies</td>
<td>World History: Ancient Civilizations</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>7</td>
<td>English Language Arts</td>
<td>Holt McDougal Literature 2012</td>
<td>Houghton Mifflin</td>
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<td>7</td>
<td>English Language Development</td>
<td>HMD Literature 2012 Interactive Online Access</td>
<td>Hampton Brown</td>
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<td>Math</td>
<td>CA Digits</td>
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<td>Science</td>
<td>Life Science</td>
<td>CPO</td>
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<tr>
<td>7</td>
<td>Social Studies</td>
<td>World History: Medieval and Modern Times</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>8</td>
<td>English Language Arts</td>
<td>Holt McDougal Literature 2012</td>
<td>Houghton Mifflin</td>
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<td>8</td>
<td>English Language Development</td>
<td>HMD Literature 2012 Interactive Online Access</td>
<td>Houghton Mifflin</td>
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<td>8</td>
<td>Math</td>
<td>CA Digits</td>
<td>Pearson</td>
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<td>8</td>
<td>Science</td>
<td>Physical Science</td>
<td>CPO</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>Creating America: A History of the United States</td>
<td>McDougall Littell</td>
</tr>
</tbody>
</table>

**Instructional Methods to Deliver the Curriculum and Ensure Student Mastery of Standards**
At Celerity Achernar Charter School, student mastery of Common Core State Standards will be a collaborative process across grade levels and subject areas. Students will be exposed to a common core aligned curriculum that is integrated across subject areas. Elements of literacy and complex informational text will be visible throughout science, history, art, and math lessons. Students will 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 Achernar will use 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 will be 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 will 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 is 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 allows for technology to be integrated into the other core content areas. The goal of the technology program will be for students to be technologically literate, knowing how to use the computer in the ways professionals 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.).

Accountability for Results

Results and accountability will continue to be demanded from all stakeholders at Celerity Achernar Charter School. Data will continue to be relied on heavily for decision making. The Principal and Chief Executive Officer will ultimately be responsible to the Board of Directors for student achievement at Celerity Achernar.

6. Students in At-Risk Situations

Identifying Students In Need of Intervention- Intervention Strategies

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

Figure 1.9 - Risk Factors

| • Excessive Absences or tardiness | • Poor peer relationship |
| • Frequent change of residence    | • Immature-easily influenced |
| • Grade retention                | • Disruptive behavior     |
| • Inability to tolerate structure| • Frequent suspensions/expulsions |
| • Low self esteem                | • 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 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 Achernar Charter School’s total educational program. It will be developmental by design and includes 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.

Students at Risk of Retention
Celerity Achernar Charter School holds high expectations for all students. Therefore, there will be no social promotions at the school. Students must earn promotion to the next grade level by demonstrating mastery of grade-level content standards. Retention/promotion decisions will be based on a student's grades, standardized test scores, attendance, homework completion record, and other measures. 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 to 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. In addition, students at risk of retention will receive push-in support from the school's Curriculum Specialists and the school's Resource Teacher.

Faculty, staff and administrators will work together to ensure that no individual student falls behind by instituting a comprehensive support system for all students—including small classes, ILPs, referral to Student Success Team, and tutoring after school. This will ensure that our low achieving students do not fall through the cracks.

7. Meeting the Needs of All Students

The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. Celerity Achernar Charter School 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 Achernar Charter School will be 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 Achernar Charter School will be the ILP. An ILP will be a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which will be developed by the student’s teacher in cooperation with a student and his or her parents. The ILP will be 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 therefore not only sets achievement benchmarks but will also outlines 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 Achernar Charter School. ILPs will 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 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.

Students with Disabilities – see section on Special Education Program below

English Learners (EL)

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 are monitored by teacher observations, the annual CELDT/ELPAC test, and their academic progress.

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

EL students will be 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 will track the progress of reclassified (RFEP) students on their benchmark exams to ensure academic progress is continuing.

We will 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 will 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 will use differentiated teaching strategies to support their access to the content. They will plan for each lesson by analyzing the language demands of the content being taught, and creating precise language objectives. In particular, they will focus on active student engagement and oral academic vocabulary. They will track how students perform both on weekly assessments and benchmark exams to monitor their progress.

Our plan for meeting the new ELD standards will be divided into three phases: awareness (August-September), transition (October-January), and implementation (February-June). In the awareness phase, through professional development, we will 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 will 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 will 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 Achernar 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. Celerity Achernar Charter School will
implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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

CELDT/ELPAC Testing

All students who indicate that their home language is other than English will be CELDT tested, or ELPAC tested once it’s been fully implemented, within thirty days of initial enrollment 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/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures will 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 or the English Language Proficiency Assessments for California or ELPAC.

- 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 fluent English proficient.

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.
sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (For specific academic criteria per grade level, please see below “Reclassification Criteria.”)

- 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 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. 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 will be valued, respected, and incorporated into the learning process.

Celerity Achernar Charter School 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 will determine their individual proficiency level for purposes of planning their instruction.

**Parent Involvement and Notification**

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.

**Instructional Materials**

Celerity Achernar Charter Schools will use the following instructional materials and instructional resources to support EL students: classroom instruction will be aligned to ELD instructional framework and standards, students are taught how to use thesauruses, English Language Arts textbooks and materials will be state-adopted and will 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 will incorporate the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology will be used as a tool for language acquisition.
**ELD Instruction**

Celerity Achernar Charter School 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:

1. Will activate and builds on prior knowledge
2. Will set the purpose for learning
3. Will focus on acquiring vocabulary in context
4. Will provide opportunities for direct teaching of skills and problem solving
5. Will 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. Teachers at existing Celerity campuses differentiate instruction for EL students daily both in the integrated ELA-ELD time as well as during ELD block where non-EL students work independently or centers while the teacher meets with the EL students. Students at the lower ELD levels will 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 will process content and information.

To help ensure access of EL students to all content areas, Celerity Achernar 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 English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

Celerity Achernar Charter Schools will make 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 (Summed up in Figure 1.10)**

Identified EL students will be monitored by teacher observations, the annual CELDT test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers will infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy will validate EL students by embracing the cultures from which student come from, will integrate students’ culture in the learning process, and will motivate students to learn by making learning relevant. In addition, grade-level collaborative units and projects 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 be used to monitor and document language acquisition for each EL. EL student progress toward the ELD standards will be
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. ELs will also have opportunities to receive additional instructional support during Celerity Charter Schools’ after-school tutoring.

Figure 1.10:

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Goals</th>
<th>Instrument</th>
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</thead>
<tbody>
<tr>
<td>English Language Development</td>
<td>• Demonstrate verbal and written proficiency in English according to ELD standards</td>
<td>Percentage of students increasing one performance level on the CELDT/ELPAC will exceed 80% each year.</td>
<td>● CELDT (Annual)</td>
</tr>
<tr>
<td></td>
<td>• Students will advance one ELD level each year in the lower ELD levels.</td>
<td>Percentage of students redesignated will exceed 10% each year.</td>
<td>● Teacher Grade-level created Performance Assessments (Once per trimester)</td>
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<td>● Journeys/McDougal Littell Curriculum Based Assessments</td>
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<td></td>
<td></td>
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<td>● Individual student conferences (4 times per year)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>● Assessments (Initial identification &amp; According to Pacing Plan)</td>
</tr>
</tbody>
</table>

Reclassification Criteria:
The goal for reclassification will be for all EL students to gain fluency in English as quickly as possible in a non-threatening setting. Celerity Achernar Charter School will use the following criteria for reclassifying English 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 (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.

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 assessments.
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 Achernar Charter School will adhere to all applicable federal, state, and judicial mandates for English Learners.

Low Socio Economic Status Students

At Celerity Achernar Charter School, students from low socio-economic backgrounds will thrive and learn in a nurturing, caring, and collaborative environment. Low SES students will be identified in SchoolNet, which links to our Power School SIS system, allowing for teachers to monitor and track students in this subgroup. A student will be identified as Socio-Economically Disadvantaged if they meet any one of the three following will be 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, Celerity Achernar Charter School 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 will provide the enrichment opportunity of the after school Expanded Learning program. Students will receive daily homework help in small and whole groups. Students will also participate in fun academic enrichment activities that are aligned to their grade level-pacing guides. Daily Social Enrichment activities will include activities such as chess, character building, song, dance, and computer lab. All students will 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 will have the opportunity to participate in Futuristic Friday After School Clubs such as Future Doctor, Photography, Future Scientist, 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, Celerity Achernar Charter School 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 will 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, Celerity Achernar Charter School teachers will use kinesthetic approaches, rubrics, graphic organizers, and flexible grouping for instruction based on identified student needs. Immediate intervention for struggling students also will be provided through one-on-one support, in-school and after school tutoring, and small group instruction.

Supporting Students Achieving Above Grade Level/Gifted Students

High Achieving students require a varied or accelerated pace of learning and enrichment. Their needs are addressed through a differentiated approach which provides meaningful challenges to further their learning. The Celerity Achernar Charter School will utilize a flexible, open-ended, diverse range of options to provide advanced challenge, in-depth thinking, and abstract conceptualization to High Achieving students in the classrooms. This diverse range of options includes:

- Using different text levels in independent reading and guided reading instruction.
- Using appropriate and flexible groupings within the classroom.
- Assigning challenge problems for early finishers.
- Designing vertical enrichment projects aligned to academic learning.
- Participating in activities to hone thinking, reasoning, communication and self-regulation skills.
- Consideration of the students’ interest and levels of knowledge and ability.
- Utilizing curriculum compacting or differentiated instruction to meet students’ 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.
• Creation of an Individual Learning Plan (ILP) to document goals and objectives that will challenge the student.

Identification of High Achieving Students

Students who perform in the “Standard Exceeded” range on 3 out of 4 internal Celerity school-wide benchmark exams in a given school year in either ELA, Math or both subjects (approximately 10% of the school’s population) will be identified as “High Achieving.”

Academically Low Achieving Students

Celerity Achernar Charter School will 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, as defined as scoring “Standard Not Met” or “Standard Nearly Met” on the Smarter Balanced Assessment and/or Internal Benchmark reports, or scoring a 1 or 2 on quarterly report cards/progress reports. The initial component of Celerity Achernar Charter School’s program for low-achieving students will be the early identification of students with deficiencies in any academic subject but especially Mathematics, Science, and English Language Arts (less than 80% proficiency).

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 (low achievement as defined as scoring Standard Not Met or Standard Nearly Met), report cards/progress reports from the most recent school year (low achievement as defined as scoring a 1 or 2), Kindergarten Checklists, publisher provided Curriculum-Based Assessments, and SchoolNet. For English Learners, initial date of identification as an EL or IFEP and progress in ELD level are reviewed and taken into consideration.

Individual Learning Plans (ILPs) will be developed for students not demonstrating mastery of grade-level content standards. The ILPs will be shared with parents/guardians and will be monitored by the student's teacher weekly. Student progress toward meeting ILP goals will be communicated with parents through homework and behavior logs and progress reports. In addition, parent workshops will be conducted to equip parents with strategies they can use to support their children at home.

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. Teachers will meet weekly in grade-level teams to disaggregate and analyze student assessment data. Teachers will use this data to create re-teach lessons during the upcoming week for students not demonstrating mastery of grade-level content standards.
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, providing a print-rich room environment, teaching through hands-on activities using realia, making learning fun, making learning relevant with real-world connections, activating prior knowledge, tutoring (in-school and after-school) and allowing students to bring the cultures from which they come from into the learning environment. Teachers will monitor the progress of students in this subgroup weekly in their data reflections, as well as after each benchmark exam on their Action Plans.

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.

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.

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 will track Foster Youth through our student information system, PowerSchool. There will be an assigned Foster Student Liaison who supports schools (including the school counselor) with their support of foster students. Through that support, Celerity Achernar Charter School will meet the needs of each student individually (uniforms, counseling, etc). Longstanding partnerships with on and off site mental health providers will be readily available to assist with the mental health needs frequently associated with students in foster care. Interventions for Foster Youth will be 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 (AAVE) and Latino American Language. SELs have mastered a language variety that is of a non-mainstream form. Each of these varieties will be based largely in English vocabulary and grammar, but will employ its own phonological, lexical, syntactic, discourse, pragmatic and usage features. These non-mainstream varieties will be systematic and highly structured, with explicit rules for forming sounds, words and sentences, and will be 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 will generate differences between the students’ home speech and the language of the school. We will examine writing samples frequently since SELs tend to write in an oral style that reflects their dialectic.

Teachers and Curriculum Specialists will meet the needs of this subgroup through daily classroom instruction. Celerity Achernar Charter School 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 cueing systems; syntactic, semantic, grapho-phonetic, and pragmatic
- CRRE
- Mainstream English Language Development Strategies

Celerity Achernar Charter School will monitor the progress of students in this subgroup through assessments and Performance Tasks that identify students’ ability to use context clues, word parts, multiple choice, examining writing samples, and monitoring reading Fluency.

8. **Special Education Program**

**Overview**

Celerity Achernar Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the
Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Celerity Achernar Charter School will be its own local educational agency ("LEA") and will be a member of the Compton Unified School District Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(b). As described below, Celerity Achernar Charter School will be a party to a Memorandum of Understanding ("MOU") between the SELPA and Celerity Achernar Charter School related to the delineation of duties between the SELPA and Celerity Achernar Charter School.

In the event Celerity Achernar Charter School seeks membership with a different state-approved SELPA, the school will provide notice to CUSD and the SELPA before June 30th of the prior year for which services are to commence.

Celerity Achernar Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Celerity Achernar Charter School will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.) Celerity Achernar Charter School will participate in internal validation review.

Celerity Achernar Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) on a fee-for-services basis from the SELPA, subject to SELPA approval and availability. Celerity Achernar Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Celerity Achernar Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

**Services for Students under the "IDEIA"**

The following description regarding how special education and related services will be provided and funded is being proposed by Celerity Achernar Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition.

Celerity Achernar Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA").

Celerity Achernar Charter School will continue to follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. Celerity Achernar Charter
School will comply with SELPA protocol as to the delineation of duties between the central office and the local school site in providing special education instruction and related services to identified pupils.

Staffing
All special education services at Celerity Achernar Charter School will continue to be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall continue to participate in all mandatory District in-service training relating to special education.

Celerity Achernar Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, Special Education Teachers, school psychologist, counselor, and paraprofessionals. Celerity Achernar Charter School shall ensure that all special education staff hired by Celerity Achernar Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements.

Notification and Coordination
Celerity Achernar Charter School shall continue to follow SELPA policies as they apply to all SELPA LEAs for responding to of special education services.

Identification and Referral
Celerity Achernar Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Celerity Achernar Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Celerity Achernar Charter School will follow child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Celerity Achernar Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students by its designated school staff and/or contracted assessors in accordance with the SELPA's general practice and procedure and applicable law. Celerity Achernar Charter School shall work to obtain parent/guardian consent to assess Charter School students. Celerity Achernar Charter School will use SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. Celerity Achernar Charter School will maintain copies of assessments and IEP materials for
review by the SELPA. Celerity Achernar Charter School will submit to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. Celerity Achernar Charter School will use SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. Celerity Achernar Charter School will maintain copies of assessments and IEP materials for review by the SELPA. As necessary, Celerity Achernar Charter School will develop Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.

**IEP Meetings**
Celerity Achernar Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Celerity Achernar Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Celerity Achernar Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at Celerity Achernar Charter School and/or about the student. Celerity Achernar Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

**IEP Development**
Celerity Achernar Charter School shall make decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education pursuant to its IEP process. Programs, services and placements will be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

**IEP Implementation**
Celerity Achernar Charter School shall be responsible for all school site implementation of the IEP. Celerity Achernar Charter School shall be responsible for all school site implementation of the IEP. Celerity Achernar Charter School shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP, on a trimester basis, aligned with the same progress reporting periods as Celerity Achernar Charter School’s non-special education students. Celerity Achernar Charter School also provides all communication and information exchange between parents and the school. Celerity Achernar Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

All IEPs will be maintained in accordance with state and federal student confidentiality laws. Service providers from other agencies, who provide instruction or a related service off the school site, will also be provided a copy of the IEP.
Interim and Initial Placements of New Charter School Students
For students who enroll in Celerity Achernar Charter School from another school district outside of the SELPA with a current IEP, the SELPA and Celerity Achernar Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, Celerity Achernar Charter School shall implement the existing IEP at Celerity Achernar Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

Non-Public Placements/Non-Public Agencies
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve its special education students.

Non-discrimination
It is understood and agreed that all children will continue to have access to Celerity Achernar Charter School and no student shall be denied admission nor counseled out of Celerity Achernar Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints
Celerity Achernar Charter School shall respond to parental concerns or complaints related to special education services. Celerity Achernar Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights directly to the Charter School.

The Charter School’s designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints.

Celerity Achernar Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency.

Due Process Hearings
The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the Charter School determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Celerity Achernar Charter School shall defend the case.

Celerity Achernar Charter School shall have sole discretion to settle any matter in mediation or due process. Celerity Achernar Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Celerity Achernar Charter School student necessary to protect its rights.

SELPA Representation
Celerity Achernar Charter School shall represent itself at all SELPA meetings.

**Funding**

Celerity Achernar Charter School understands that it is subject to the allocation plan of its SELPA.

**Section 504 of the Rehabilitation Act**

Celerity Achernar Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Celerity Achernar Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by the School.

A 504 team will be assembled by the principal of Celerity Achernar Charter School and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.

c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating
possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Celerity Achernar Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

9. Annual Goals and Actions

| CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM |
| CELERITY ACHERNAR CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES |

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing Celerity Achernar Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

The Charter School will have a Local Control Accountability Plan ("LCAP") based on the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47605.5, on or before July 1 each year, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub priorities.”

| STATE PRIORITY #1 – BASIC SERVICES |

Celerity Achernar Charter School
The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119), and school facilities are maintained in good repair (E.C. 17002(d)

<table>
<thead>
<tr>
<th>SUBPRIORITY A – TEACHERS</th>
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<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
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</table>
| 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 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 shall 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 shall take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.

### SUBPRIORITY B – INSTRUCTIONAL MATERIALS

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<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
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<tr>
<td>Students will be provided with Common Core aligned textbooks, technology equipment such as laptops, and other curricular materials to ensure mastery of the standards.</td>
<td>E. Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; 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.</td>
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### SUBPRIORITY C - FACILITIES

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<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
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<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
<td>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.</td>
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### STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

### SUBPRIORITY A – CCSS IMPLEMENTATION

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<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
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| 1. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.  
2. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments. | A. Summer PD: Require teachers to attend annual summer training institute, which will include a focus on reading and language arts and math. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

B. Quarterly PD:
Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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.

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.

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 and Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Little; 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 shall provide 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 will be 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 or ST Math will have access to the program during before and after school hours.

G. After School Tutoring:
After school tutoring shall be 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 shall maintain 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 shall identify students in several areas, such as fluency and vocabulary, and 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 shall be 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 will 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 and 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 Learners: Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

### SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

**GOAL TO ACHIEVE SUBPRIORIT Y**

3. 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.

**ACTIONS TO ACHIEVE GOAL**

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.

B. Extended Learning Opportunities:

Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These shall include activities such as before and after school, intervention, and summer school programs.

C. Data Tracking:

Portfolios shall be 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.

D. Professional Development:

Regular professional development for teachers and administrators will focus on the following three areas:

- 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 shall be emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of student progress shall take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be 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.
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G. Intervention:
Students who are not moving band levels or being RFEP’d within an appropriate time will be identified and additional support through our COST and SST program are provided. Additional tutoring after school will be highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

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<td>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.</td>
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I. Extended Learning Opportunities:
Extended day/extended year academic opportunities targeting English learner students needing additional support
in ELD or mastering content standards. These shall include activities such as before and after school, intervention, and summer school programs.

J. 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.

K. Professional Development:
Regular professional development for teachers and administrators will focus on the following three areas:
- 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

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Vocabulary and background knowledge development will be emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of student progress will take 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.

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Students will be tracked through Powerschool based on their EL level status. Students will be 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 will be 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 will be tracked through Powerschool and Schoolnet.
### N. Intervention:
Students who are not moving band levels or being RFEP’d within an appropriate time will be identified and additional support through our COST and SST program are provided. Additional tutoring after school will be highly suggested and small group instruction within the academic day will be provided for students that are not progressing academically.

### STATE PRIORITY #3 – PARENTAL INVOLVEMENT
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

#### SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

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<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
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<tr>
<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
<td><strong>A. Parent Involvement:</strong> The school shall communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will 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 will be 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 shall uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</td>
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#### SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

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### STATE PRIORITY #4 – STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. **CA Measurement of Academic Progress and Performance statewide assessment**
B. **The Academic Performance Index (API)**
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. 99300 et seq.) or any subsequent assessment of college preparedness

### SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS

#### GOAL TO ACHIEVE SUBPRIORITY

1. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.
2. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.

#### ACTIONS TO ACHIEVE GOAL

A. **Summer PD:**
   Require teachers to attend annual summer training institute, which will include a focus on reading and language arts and math. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

B. **Quarterly PD:**
   Require teachers to attend professional development five
times throughout the academic school year. Celerity will gather 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.

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.

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 will be planned with the Curriculum Specialist and the teacher to ensure academic growth of students.

E. Textbooks Adoption:
Language Arts and Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Little; 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 will provide 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 or ST Math will have access to the program during before and after school hours.

G. After School Tutoring:
After school tutoring will be 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 shall maintain 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 will contribute input on how to improve reading instruction and programs.

I. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas, such as fluency and vocabulary, and areas within mathematics. Once identified, specific interventions will be planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model. Special homework assignments will be 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 will 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 and 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 Learners:
Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

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Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These will include activities such as before and after school, intervention, and summer school programs.

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Portfolios shall be 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.

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Regular professional development for teachers and administrators will focus on the following three areas:
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**S. Teaching Strategies:**
Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of student progress will take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be 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.

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### SUBPRIORITY E – EL RECLASSIFICATION RATES

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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.

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Portfolios will be maintained for each student that reflect the depth and breadth of work of each student. Student progress
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<td>B. Chronic absenteeism rates</td>
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<td>D. High school dropout rates</td>
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<td>E. High school graduation rates</td>
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<td>C. Attendance Meetings and Support:</td>
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<td>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.</td>
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<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORIT Y C – MIDDLE SCHOOL DROPOUT RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: NOT APPLICABLE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORIT Y D – HIGH SCHOOL DROPOUT RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: NOT APPLICABLE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORIT Y E – HIGH SCHOOL GRADUATION RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: NOT APPLICABLE</td>
</tr>
</tbody>
</table>
**STATE PRIORITY #6 – SCHOOL CLIMATE**  
School climate, as measured by all of the following, as applicable:  
  A. Pupil suspension rates  
  B. Pupil expulsion rates  
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

| **SUBPRIORITY A – PUPIL SUSPENSION RATES** |  
| GOAL TO ACHIEVE SUBPRIORITY |  
| 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |  
| ACTIONS TO ACHIEVE GOAL |  
| B. Positive Discipline:  
A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs will include Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff will be held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs will be an alternative to suspension. |  
| C. Parent Involvement:  
The school shall communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will 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 will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal. |  
| D. Behavioral and Academic Intervention:  
All Celerity students will 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 will have readily available access to support services. Foster Youth, EL |  

Celerity Achernar Charter School
students, and low socio-economic students have access to COST, SST, and support services on an as needed basis.

<table>
<thead>
<tr>
<th>SUBPRIORITY B – PUPIL EXPULSION RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
</tr>
<tr>
<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>E. Positive Discipline:</td>
</tr>
<tr>
<td>A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs will include Love &amp; Logic and the Celerity Peace Tree. Weekly professional developments for classified staff will be held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs will be an alternative to suspension.</td>
</tr>
<tr>
<td>F. Parent Involvement:</td>
</tr>
<tr>
<td>The school shall communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will 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 will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</td>
</tr>
<tr>
<td>G. Behavioral and Academic Intervention:</td>
</tr>
<tr>
<td>All Celerity students will 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 will have readily available access to support services. Foster Youth, EL students, and low socio-economic students will have access to COST, SST, and support services on an as needed basis.</td>
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</table>
### SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
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</table>
| 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. | H. Positive Discipline:  
 A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs will include Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff will be held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs will be an alternative to suspension.  
I. Parent Involvement:  
The school shall communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school shall hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.  
J. Behavioral and Academic Intervention:  
All Celerity students will 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 will have readily available access to support services. Foster Youth, EL students, and low socio-economic students will have access to COST, SST, and support services on an as needed basis. |
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grades 7-12: English, social sciences, foreign language(s) physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)-(i))

| GOAL TO ACHIEVE SUBPRIORITY | 1. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.  
2. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments. |
|-----------------------------|--------------------------------------------------------------------------------------------------|
| ACTIONS TO ACHIEVE GOAL     | 1. Ensure courses offered meet the requirement for a broad course of study.  
2. Ensure all students are enrolled in the above courses. |

**STATE PRIORITY #8 – OTHER STUDENT OUTCOMES**

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

**SUBPRIORITY A – ENGLISH**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>1. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

B. Quarterly PD:  
Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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. |
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.

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

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

<table>
<thead>
<tr>
<th>SUBPRIORITY B – MATHEMATICS</th>
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<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
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<tr>
<td>2. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.</td>
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<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
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<tr>
<td>A. Summer PD:</td>
</tr>
<tr>
<td>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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
<tr>
<td>B. Quarterly PD:</td>
</tr>
<tr>
<td>Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
</tr>
<tr>
<td>C. Weekly PD:</td>
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<tr>
<td>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</td>
</tr>
</tbody>
</table>
integrated across all content areas to increase the level of rigor in the academic program.

**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 will provide 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 will be tutored in small groups during the instructional day. Students to be taught in small groups will be 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 will be 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 will maintain a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school will share reports on overall student assessments.
results in Mathematics with the entire school community. The Councils will contribute input on how to improve reading instruction and programs.

I. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas within mathematics. Once identified, specific interventions will be planned for the subsequent unit of instruction. Students will receive support from the Resource teacher through the Learning Center model. Special homework assignments will be 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 will 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.
### SUBPRIORITY C – SOCIAL SCIENCES

**GOAL TO ACHIEVE SUBPRIORITY**

Demonstrate proficiency of the contents standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.

**ACTIONS TO ACHIEVE GOAL**

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<tr>
<td><strong>A. Summer PD:</strong></td>
<td>Require teachers to attend annual summer training institute, which will include a focus on social studies. This will provide teachers with 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 social studies standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
<tr>
<td><strong>B. Quarterly PD:</strong></td>
<td>Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
</tr>
<tr>
<td><strong>C. Weekly PD:</strong></td>
<td>Weekly professional development will focus on integrating student writing and literacy within social studies. Evidence of social studies in room environment with rigor and the principles of learning will also be a focus.</td>
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<tr>
<td><strong>D. Grade Level PD:</strong></td>
<td>Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.</td>
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### SUBPRIORITY D – SCIENCE
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.</th>
</tr>
</thead>
</table>
| ACTIONS TO ACHIEVE GOAL     | A. Summer PD:  
Require teachers to attend annual summer training institute, which will include a focus on science and the Next Generation Science Standards. This will provide teachers with 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 science standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.  
B. Quarterly PD:  
Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.  
C. Weekly PD:  
Weekly professional development will focus on integrating student writing and literacy within science. Evidence of science in room environment with rigor and the principles of learning will also be a focus.  
D. Grade Level PD:  
Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards. |
| SUBPRIORITY E – VISUAL AND PERFORMING ARTS | • 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 movement and spatial awareness.  
Demonstrate a sense of self-confidence and knowledge of their place in history and society. |
ACTIONS TO ACHIEVE GOAL

A. Summer PD:
Require teachers to attend annual summer training institute, which will include a focus on visual and performing arts. This will provide teachers with 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 visual and performing arts standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

B. Quarterly PD:
Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.

C. Weekly PD:
Weekly professional development will focus on integrating student writing and literacy within visual and performing arts. Evidence of visual and performing arts in room environment with rigor and the principles of learning will also be a focus.

SUBPRIORITY F – PHYSICAL EDUCATION

GOAL TO ACHIEVE SUBPRIORITY

- 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.

ACTIONS TO ACHIEVE GOAL

A. Summer PD:
Require teachers to attend annual summer training institute, which will include a focus on physical education. This will provide teachers with training to ensure that standards are understood and supported. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

B. Quarterly PD:
Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.

<table>
<thead>
<tr>
<th>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</th>
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<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
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<tr>
<td>Demonstrate a commitment to lifelong health and physical wellbeing.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>A. Summer PD:</td>
</tr>
<tr>
<td>Require teachers to attend annual summer training institute, which will include a focus on health. This will provide teachers with training to ensure that standards are understood and supported. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
<tr>
<td>B. Quarterly PD:</td>
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<tr>
<td>Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
</tr>
<tr>
<td>C. Weekly PD:</td>
</tr>
<tr>
<td>Weekly professional development will focus on integrating student writing and literacy within health. Evidence of health in room environment with rigor and the principles of learning will also be a focus.</td>
</tr>
</tbody>
</table>

| SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) |
| NOTE: NOT APPLICABLE |

| SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) |
| NOTE: NOT APPLICABLE |

| SUBPRIORITY J – CTE (GRADES 7-12 ONLY) |
| NOTE: NOT APPLICABLE |

| SUBPRIORITY K – OTHER SUBJECT(S): Technology integration to reach proficiency across content areas |
| GOAL TO ACHIEVE SUBPRIORITY |
| Students will utilize technology, such as web based research, Microsoft Office, and educational websites to: |
| • 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 |
### ACTIONS TO ACHIEVE GOAL

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<tr>
<td><strong>A. Technology:</strong></td>
<td>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 will 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.</td>
</tr>
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</table>

### 10. High School Transferability – NA

### 11. Academic Calendar and Schedules (Figure 1.11)

Celerity Achernar Charter School 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.
Figure 1.11:

<table>
<thead>
<tr>
<th>Year</th>
<th>School Starts</th>
<th>School Ends</th>
<th>Holidays</th>
<th>Breaks</th>
<th>Professional Development /Pupil Free Days</th>
<th>Early Dismissal Days</th>
</tr>
</thead>
</table>
Celerity Charter Schools  
Calendar 2016-2017

### August 2016

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
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**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

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**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

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**October 2016 (20 Instructional Days)**

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

### November 2016

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**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
### December 2016

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**December 2016 (12 Instructional Days)**
- 12/19-12/30 Winter Break

### January 2017

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**January 2017 (16 Instructional Days)**
- 1/2– 1/6 – Winter Break
- 1/9 – Classes Resume
- 1/16 – Martin Luther King Jr. Holiday

### February 2017

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**February 2017 (18 Instructional Days)**
- 2/3-Teacher Prof Dev. Day – No School
- 2/13 – Presidents’ Holiday
- 2/15 – Open House-2pm Dismissal
- 2/27 – Parent Conferences – 2pm Dismissal

### March 2017

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**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

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**April 2017 (20 Instructional Days)**

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**May 2017 (22 Instructional Days)**
- 5/29 – Memorial Day Holiday

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**June 2017 (3 Instructional Days)**
- 6/5-Last Day of Instruction
- 6/6- End of the Year Pupil Free Day
- 6/6-Teachers’ End Day

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**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 will 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 is 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 Achernar Charter School will follow 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 (see Figure 1.12). During parent conferences, Celerity Achernar Charter School may use an early dismissal schedule.

Figure 1.12 - Bell Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
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<td>335</td>
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<td>11:50</td>
<td>12:30</td>
<td>2:45</td>
<td>335</td>
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</table>
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 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 will also include 40 minutes of mathematics instruction. The instructional schedule will also include 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 will be 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 will also include a 50 minute block of PE and visual and performing arts.

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

For Second and Third Grade, English Language instruction will include two hours and 50 minutes or 170 instructional minutes. These instructional minutes will include a 20-minute read aloud during the afternoon Language Arts block. Read alouds will be a core component
of Celerity’s literacy program. Read alouds will be tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule will also include 60 minutes of mathematics instruction. The instructional schedule will also include 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 will be 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 will also include 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 will decrease to two hours and 15-minutes or 135 instructional minutes. These instructional minutes will 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 will also include 50 minutes of mathematics instruction. The instructional schedule will also include 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers will provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block will be 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 will also include 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 will begin 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 will decrease to two hours or 120 instructional minutes. The schedule will also include 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 will provide students with learning opportunities to integrate content areas through hands-on project based learning. The increase in this block of instruction will continue to prepare students for the block schedule they will transition into when they move to the middle school grades.

A 30-minute block will be 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 will also include 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) will be the
transition to block scheduling and attending class with multiples teachers per day. Students on the block scheduling will 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 will meet and 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 will be devoted to ELD instruction for EL’s while non-ELD students have support in homeroom Advisory. 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 content to mastery while integrating content areas and using hands-on learning activities.

Sample Instructional Schedules (Tables 1-10)

Table 1: Grades Kindergarten through First Grade (Regular)

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<td>IWT for EO’s, IFEP’s, RFEP’s</td>
<td>IWT for EO’s, IFEP’s, RFEP’s</td>
<td>IWT for EO’s, IFEP’s, RFEP’s</td>
<td>IWT for EO’s, IFEP’s, RFEP’s</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Math</td>
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</tr>
<tr>
<td>11:40-12:20</td>
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<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>1:10-1:55</td>
<td>Thematic Units in Social Studies</td>
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<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
</tr>
<tr>
<td>1:55-2:45</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
</tr>
<tr>
<td>2:45</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
<tr>
<td>Time</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>2:45-6:00</td>
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<td>After-school Tutoring</td>
<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
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Table 2: Grades Kindergarten through First Grade (Early Dismissal)

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
</tr>
<tr>
<td>8:10-9:30</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:30-9:50</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>ELD for ELs/ELT* for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ELT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ELT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ELT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ELT for EO’s, IFEP’s, RFEP’s</td>
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<td>11:00-11:40</td>
<td>Math</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>11:40-12:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-2:00</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
</tr>
<tr>
<td>2:00-2:50</td>
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<td>Dismissal</td>
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<td>Dismissal</td>
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</tr>
<tr>
<td>2:00-6:00</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
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Table 3: Grades Second through Third Grade (Regular)

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</thead>
<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
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<td>8:10-9:55</td>
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<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<tr>
<td>9:55-10:15</td>
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<td>Recess</td>
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<tr>
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<td>ELD for ELs/ IWT* for EO’s, IFEP’s, RFEP’s</td>
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<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>11:00-12:00</td>
<td>Math</td>
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<td>Lunch</td>
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<td>Language Arts cont.</td>
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<td>Language Arts cont.</td>
<td>Language Arts cont.</td>
<td>Language Arts cont.</td>
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<tr>
<td>1:00-1:55</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
</tr>
<tr>
<td>1:55-2:45</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
</tr>
<tr>
<td>2:45</td>
<td>Dismissal</td>
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<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
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<tr>
<td>2:45-6:00</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
<td>After-school Tutoring</td>
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Table 4: Grades Second through Third Grade (Early Dismissal)

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<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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</thead>
<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
</tr>
<tr>
<td>8:10-9:55</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>ELD for ELs/ IWT* for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>11:00-12:00</td>
<td>Math</td>
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<td>Math</td>
<td>Math</td>
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<tr>
<td>12:00-12:40</td>
<td>Lunch</td>
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<td>12:40-1:00</td>
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<td>Language Arts cont.</td>
<td>Language Arts cont.</td>
<td>Language Arts cont.</td>
<td>Language Arts cont.</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
</tr>
<tr>
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<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
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<td>Dismissal</td>
</tr>
<tr>
<td>2:00-6:00</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring/ Teacher PD (3:15-4:15)</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
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</tbody>
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Celerity Achernar Charter School 110
<table>
<thead>
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<th>Time</th>
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<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
</tr>
<tr>
<td>8:10-9:30</td>
<td>Language Arts</td>
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<td>Language Arts</td>
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<td>Language Arts</td>
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<td>9:30-9:50</td>
<td>Recess</td>
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<td>Recess</td>
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<td>Recess</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>ELD for ELs/ IWT* for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>Math</td>
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<td>Math</td>
</tr>
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<td>11:50-12:30</td>
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<tr>
<td>12:45-1:45</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Science</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
<td>Thematic Units in Social Studies</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
<td>PE</td>
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<td>2:45-6:00</td>
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**Table 5: Grade 4 (Regular)**
Table 6: Grade 4 (Early Dismissal)

<table>
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<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
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<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
</tr>
<tr>
<td>8:10-9:30</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<tr>
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<td>10:30-11:00</td>
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<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ELD for ELs/ IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>Math</td>
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</tr>
<tr>
<td>1:45-2:00</td>
<td>Dance</td>
<td>Art</td>
<td>PE</td>
<td>Technology</td>
<td>Music</td>
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<td>2:00-6:00</td>
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<td>After-school Tutoring</td>
<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
<td>After-school Tutoring</td>
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</tr>
<tr>
<td>Time</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thu</td>
<td>Fri</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
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</tr>
<tr>
<td>7:00-</td>
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<td>Before School Activities</td>
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<td>8:10-</td>
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<td>10:30-</td>
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<td>ELD for ELs/</td>
<td>ELD for ELs/</td>
<td>ELD for ELs/</td>
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<tr>
<td>11:00-</td>
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<td>IWT for EO’s,</td>
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<td>IWT for EO’s,</td>
<td>IWT for EO’s,</td>
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<tr>
<td>11:50-</td>
<td>IFEP’s, RFEP’s</td>
<td>IFEP’s, RFEP’s</td>
<td>IFEP’s, RFEP’s</td>
<td>IFEP’s, RFEP’s</td>
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<td>12:35-</td>
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<tr>
<td>1:45-</td>
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</tr>
<tr>
<td>2:45-</td>
<td>PE</td>
<td>Visual and Performing Arts</td>
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<td>2:45-</td>
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Table 8: Grades Fifth through Sixth Grades (Early Dismissal)

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<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
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<tr>
<td>8:10-9:55</td>
<td>Language Arts</td>
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<td>Language Arts</td>
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<tr>
<td></td>
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<td>IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>IWT for EO’s, IFEP’s, RFEP’s</td>
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<td>Math</td>
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<tr>
<td>1:45-2:00</td>
<td>Dance</td>
<td>Art</td>
<td>PE</td>
<td>Technology</td>
<td>Music</td>
</tr>
<tr>
<td>2:00</td>
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Table 9: Grades 7 & 8 Block Scheduling (Regular)

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</tr>
</thead>
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<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
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<tr>
<td>8:10-9:50</td>
<td>Art 7/Art8</td>
<td>Physical Education 7/8</td>
<td>Art 7/Art8-Technology</td>
<td>Physical Education 7/8</td>
<td>Art 7/Art8-Dance</td>
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<td>Physical Education 7/8</td>
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<tr>
<td>10:10-11:50</td>
<td>Earth Science/Physical Science</td>
<td>Math 7/Math 8</td>
<td>Earth Science/Physical Science</td>
<td>Math 7/Math 8</td>
<td>Earth Science/Physical Science</td>
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<tr>
<td>11:50-12:30</td>
<td>English 7/English 8</td>
<td>Ancient Civilization s/ US History</td>
<td>English 7/English 8</td>
<td>Ancient Civilization s/ US History</td>
<td>Eng 7/Ancient Civilization s/ US History</td>
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<tr>
<td>12:30-2:10</td>
<td>ELD/Advisory</td>
<td>ELD/Advisory</td>
<td>ELD/Advisory</td>
<td>ELD/Advisory</td>
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<tr>
<td>2:10-2:45</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
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<td>After-school Tutoring/Teacher PD</td>
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<td>7:00-8:10</td>
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<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
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<tr>
<td>8:10-9:50</td>
<td>Art 7/Art8</td>
<td>Physical Education 7/8</td>
<td>Art 7/Art8-Technology</td>
<td>Physical Education 7/8</td>
<td>Art 7/Art8-Technology, Physical Education 7/8</td>
</tr>
<tr>
<td>10:10-11:50</td>
<td>Earth Science/Physical Science</td>
<td>Math 7/Math 8</td>
<td>Earth Science/Physical Science</td>
<td>Math 7/Math 8</td>
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<td>Math 7/Math 8</td>
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<td>11:50-12:30</td>
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<tr>
<td>12:30-1:30</td>
<td>English 7/English 8</td>
<td>Ancient Civilization s/ US History</td>
<td>English 7/English 8</td>
<td>Ancient Civilization s/ US History</td>
<td>Eng 7/Eng 8</td>
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<td>Ancient Civilizations/ US History</td>
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<tr>
<td>1:30-2:00</td>
<td>ELD 7/ELD 8</td>
<td>ELD 7/ELD 8</td>
<td>ELD 7/ELD 8</td>
<td>ELD 7/ELD 8</td>
<td>ELD 7/ELD 8</td>
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<tr>
<td>2:00</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
<td>After-school Tutoring</td>
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</tbody>
</table>

Table 10: Grades 7 & 8 Block Scheduling (Early Dismissal)
Elements 2 and 3. Measureable Student Outcomes and Other Uses of Data

_Governing Law:_ 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. Education Code Section 47605(b)(5)(B).

_and_

_Governing Law:_ The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

A. Measurable Student Outcomes

Celerity Achernar Charter School sets measurable goals and objectives for the school’s educational program. The goals will be 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 will identify the knowledge, skills, and aptitudes to be measured.

Student academic outcomes measure the skills and processes that will be mastered and the concepts that will be 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. The academic goals and outcomes will pertain to all students, including low achieving, low socioeconomic, English Learners, special education, and gifted. The assessment instruments will be included in the calculation of progress report scores and are ongoing assessments that will be used to measure progress throughout the school year ensuring that students don’t fall through the cracks and to ensure that parents and guardians are aware of their child's academic progress.

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 Achernar Charter School will use internal benchmarks to measure student academic performance and growth and analyze and share summative annual student achievement data. The final benchmark of the year will be cumulative. Results will be 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.
### STATE PRIORITY #1 – BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. 60119), and school facilities are maintained in good repair (E.C. 17002(d)).

#### SUBPRIORITY A – TEACHERS

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
</thead>
</table>
| 5. All students will be taught by qualified teacher as measured by appropriate credentialing and job assignments. | F. 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.

G. 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 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.

H. 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 will 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.

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

<table>
<thead>
<tr>
<th>MEASUREABLE OUTCOME</th>
<th>We will have 100% qualified teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>100% Qualified Teachers</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Oversight visit data, HR Internal Data</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

<p>| GOAL TO | Students will be provided with Common Core aligned textbooks, technology equipment such as laptops, and other curricular materials to ensure mastery of the standards. |</p>
<table>
<thead>
<tr>
<th>Achieve Subpriority</th>
<th>Action to Achieve Goal</th>
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<tbody>
<tr>
<td>E. Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; McDougal Littel) 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.</td>
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<tr>
<td>All classrooms will be equipped with Common Core aligned instructional materials.</td>
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<tr>
<td>Establish baseline.</td>
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<td>Follett textbook and laptop inventory</td>
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<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
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<tr>
<td>PRIORITIES</td>
<td>ACTIONS TO ACHIEVE GOAL</td>
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<tr>
<td>j. 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.</td>
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<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>ME</th>
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<tr>
<td>Maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</td>
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<th>BASELINE PERFORMANCE LEVEL</th>
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<td>Score of “Good” on FIT</td>
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<tr>
<th>METHODS OF MEASUREMENT</th>
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<td>FIT (Facilities Inspection Tool)</td>
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**STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

**SUBPRIORITY A – CCSS IMPLEMENTATION**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE</th>
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<tbody>
<tr>
<td>3. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.</td>
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<tr>
<td>4. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.</td>
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<tr>
<td>SUB PRIORITY</td>
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<tr>
<td>ACTION S TO ACHIEVE GOAL</td>
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</tr>
<tr>
<td>Q. Summer PD:</td>
<td>Require teachers to attend annual summer training institute, which will include a focus on reading and language arts and math. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
<tr>
<td>R. Quarterly PD:</td>
<td>Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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.</td>
</tr>
<tr>
<td>S. Weekly PD:</td>
<td>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.</td>
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<tr>
<td>T. Grade Level PD:</td>
<td>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.</td>
</tr>
<tr>
<td>U. Textbooks Adoption:</td>
<td>Language Arts and Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin &amp; McDougal Little; 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.</td>
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<tr>
<td>V. Intervention:</td>
<td>Celerity will provide 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-</td>
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</table>
level standards will be 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 or ST Math will have access to the program during before and after school hours.

W. After School Tutoring:
After school tutoring will be 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.

X. Parent Involvement:
The school will maintain 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 will contribute input on how to improve reading instruction and programs.

Y. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas, such as fluency and vocabulary, and areas within mathematics. Once identified, specific interventions will be planned for the subsequent unit of instruction. Students receive support from the Resource teacher through the Learning Center model.
Special homework assignments will be given to students who are identified with special learning needs.

Z. 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 will 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.

AA. 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.
### BB. 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.

### CC. 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.

### DD. Data Tracking:
Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.

### EE. 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.

### FF. Professional Development for English Learners:
Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE</td>
<td>Smarter Balanced 2014-15 Results will establish baseline</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Smarter Balanced results, Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks</td>
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</table>

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**
3. 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.

### Actions to Achieve Goal

<table>
<thead>
<tr>
<th>V. Parent Participation:</th>
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<tbody>
<tr>
<td>Support workshops for parents to build capacity to support their children's learning.</td>
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<tr>
<td>Provide classes for parents on parenting and other family management skills.</td>
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<tr>
<td>Provide child care for parents during meetings and workshops.</td>
</tr>
<tr>
<td>Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning.</td>
</tr>
<tr>
<td>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.</td>
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<thead>
<tr>
<th>W. Extended Learning Opportunities:</th>
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<tbody>
<tr>
<td>Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These will include activities such as before and after school, intervention, and summer school programs.</td>
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<thead>
<tr>
<th>X. Data Tracking:</th>
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<tr>
<td>Portfolios will be 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.</td>
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<tr>
<th>Y. Professional Development:</th>
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<tr>
<td>Regular professional development for teachers and administrators will focus on the following three areas:</td>
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<tr>
<td>- supporting Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy.</td>
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<tr>
<td>- transitioning to the new ELD standards and implementation within the instructional program</td>
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<tr>
<td>- training in SIOP (Sheltered Instruction Observation Protocol) to help EL students</td>
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<tr>
<th>Z. Teaching Strategies:</th>
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<tbody>
<tr>
<td>Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of</td>
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</table>
student progress will take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be 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.

**AA. Band Level and RFEP:**
Students will be tracked through Powerschool based on their EL level status. Students will move 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 will be tracked through Powerschool and Schoolnet.

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

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>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).</th>
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<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Smarter Balanced or Internal Benchmarks; AMAO Results; CELDT Results; and Student Portfolios</td>
</tr>
</tbody>
</table>
### SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

**GOAL TO ACHIEVE SUBPRIORITY**

3. 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.

### ACTION TO ACHIEVE GOAL

**CC.** 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.

**DD.** Extended Learning Opportunities:
- Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These will include activities such as before and after school, intervention, and summer school programs.

**EE.** Data Tracking:
- Portfolios will be 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.

**FF.** Professional Development:
- Regular professional development for teachers and administrators will focus on the following three areas:
  - 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.
GG. Teaching Strategies:
Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of student progress will take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be 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.

HH. Band Level and RFEP:
Students will be tracked through Powerschool based on their EL level status. Students will move 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 will be 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.

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

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline</td>
</tr>
<tr>
<td>METHODS</td>
<td>Smarter Balanced or Internal Benchmarks; AMAO Results; CELDT Results; and Student Portfolios</td>
</tr>
<tr>
<td>MEASUREMENT</td>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</strong></td>
<td></td>
</tr>
<tr>
<td><em>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</em></td>
<td></td>
</tr>
<tr>
<td><strong>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
<td></td>
</tr>
<tr>
<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTION TO ACHIEVE GOAL</strong></td>
<td></td>
</tr>
<tr>
<td>B. Parent Involvement: The school will communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will also have access to Power School, our school information system, which will allow them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td></td>
</tr>
<tr>
<td>90% will attend ongoing parent-teacher conferences</td>
<td></td>
</tr>
<tr>
<td><strong>BASELINE</strong></td>
<td></td>
</tr>
<tr>
<td>Establish baseline.</td>
<td></td>
</tr>
<tr>
<td>PERFOR MANCE LEVEL</td>
<td>School records</td>
</tr>
<tr>
<td>-------------------</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</strong></td>
<td></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Parent Involvement: The school will communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will also have access to Power School, our school information system, which will allow 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE OUT</strong></td>
<td>Parent attendance at special programs, festivals and forums will increase annually</td>
</tr>
<tr>
<td>COME</td>
<td>Establish baseline.</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ME</td>
<td>School records</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4 – STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

- **H.** CA Measurement of Academic Progress and Performance statewide assessment
- **I.** The Academic Performance Index (API)
- **J.** Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- **K.** Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- **L.** EL reclassification rate
- **M.** Percentage of pupils who have passed an AP exam with a score of 3 or higher
- **N.** Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. 99300 et seq.) or any subsequent assessment of college preparedness

**SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS**

| GOAL TO ACHIEVE SUB PRIORITY | 3. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.  
4. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments. |
|-------------------------------|-------------------------------------------------------------------------------------------------|
| ACTION | Q. Summer PD:  
Require teachers to attend annual summer training institute, which will include a focus on reading and language arts and math. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

R. Quarterly PD:
Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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.

S. 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.

T. 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.

U. Textbooks Adoption:
Language Arts and Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Little; 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.

V. Intervention:
Celerity will provide 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 will be tutored in small groups during the instructional day. Students to be taught in small groups will be 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 or ST Math will have access to the program during before and after school hours.

W. After School Tutoring:
After school tutoring will be 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.

X. Parent Involvement:
The school will maintain 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 will contribute input on how to improve reading instruction and programs.

Y. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas, such as fluency and vocabulary, and areas within mathematics. Once identified, specific interventions will be planned for the subsequent unit of instruction.
Students will receive support from the Resource teacher through the Learning Center model.
Special homework assignments will be given to students who are identified with special learning needs.

Z. 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 will 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.

AA. 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.

BB. 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.
| CC. | 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. |
| DD. | Data Tracking:  
Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency. |
| EE. | 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. |
| FF. | Professional Development for English Learners: Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms. |

| MEASURABLE OUTCOME | Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year. |
| BASELINE PERFORMANCE LEVEL | Smarter Balanced 2014-15 Results will establish baseline |
| METHODS OF MEASUREMENT | Smarter Balanced results, Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks |

**SUBPRIORITY B – API**

| GOAL TO ACHIEVE | 3. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments. |
| | 4. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments. |
| Q. | Summer PD: Require teachers to attend annual summer training institute, which will include a focus on reading and language arts and math. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan. |
| R. | Quarterly PD: Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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. |
| S. | 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. |
| T. | 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. |
| U. | Textbooks Adoption: Language Arts and Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Little; 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. |
| V. | Intervention: Celerity will provide 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 will be 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 or ST Math will have access to the program during before and after school hours.

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After school tutoring will be 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.

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

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

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

**Z. Technology:**
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**AA. Conferences:**
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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.

**DD.** Data Tracking:
Once redesignated, students will continue to be tracked to ensure that they are reaching proficiency within ELA and Math. Additional support will be given if students are not reaching proficiency.

**EE.** 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.

**FF.** Professional Development for English Learners: Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

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<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Not applicable</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>API (CDE)</td>
</tr>
</tbody>
</table>

**SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**
## SUBPRIORITY D – EL PROFICIENCY RATES

**GOAL TO ACHIEVE SUBPRIORITY**

3. 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.

### ACTIONS TO ACHIEVE GOAL

**JJ.** 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.

**KK.** 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.

**LL.**

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**MM.** Professional Development:
- Regular professional development for teachers and administrators will focus on the following three areas:
  - 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

**NN.** Teaching Strategies:
- Vocabulary and background knowledge development will be emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of
student progress will take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be fully integrated into the core instructional program and will be 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.

**OO. Band Level and RFEP:**
Students will be tracked through Powerschool based on their EL level status. Students will move 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 will be 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 will be tracked through Powerschool and Schoolnet.

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

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<td>METHODS OF MEASURE</td>
<td>Smarter Balanced or Internal Benchmarks; AMAO Results; CELDT Results; and Student Portfolios</td>
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</tbody>
</table>
### SUBPRIORITY E – EL RECLASSIFICATION RATES

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION TO ACHIEVE SUBPRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. 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.</td>
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**H. 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.

**I. Extended Learning Opportunities:**
Extended day/extended year academic opportunities targeting English learner students needing additional support in ELD or mastering content standards. These will include activities such as before and after school, intervention, and summer school programs.

**J. Data Tracking:**
Portfolios will be 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.

**K. Professional Development:**
Regular professional development for teachers and administrators will focus on the following three areas:
- 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
L. Teaching Strategies:
Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia will be used extensively throughout the instructional program. Ongoing monitoring of student progress will take place throughout the year, with close attention paid to the achievement of our school-wide goals. The instructional program for the EL student will be fully integrated into the core instructional program and will be 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.

M. Band Level and RFEP:
Students will be tracked through Powerschool based on their EL level status. Students will move 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 will be 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 will be tracked through Powerschool and Schoolnet.

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

| MEASURABLE OUTCOME | Reclassification rate will exceed 10%.
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline.</td>
</tr>
<tr>
<td>METHODS OF</td>
<td>RFEP data, CALPADS</td>
</tr>
</tbody>
</table>
### SUBPRIORITY F – AP EXAM PASSAGE RATE
**NOTE:** NOT APPLICABLE

### SUBPRIORITY G – COLLEGE PREPARDNESS/EAP
**NOTE:** NOT APPLICABLE

### STATE PRIORITY #5 – STUDENT ENGAGEMENT

_Pupil engagement, as measured by all of the following, as applicable:_

- **F.** School attendance rates
- **G.** Chronic absenteeism rates
- **H.** Middle school dropout rates (EC 52052, 1(a)(3))
- **I.** High school dropout rates
- **J.** High school graduation rates

### SUBPRIORITY A – STUDENT ATTENDANCE RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>ACTION TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>BASeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average daily attendance rate of at least 95%.</td>
<td></td>
</tr>
<tr>
<td>Tardiness continually decreases each year.</td>
<td></td>
</tr>
</tbody>
</table>

- **E.** 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.

- **Establish baseline.**
<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>Methods of Measurement</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tracking through Powerschool and Dataquest.</td>
<td></td>
</tr>
</tbody>
</table>

### SUBPRIORITY B – STUDENT ABSENTEEISM RATES

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Action to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>4.</strong> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</td>
</tr>
<tr>
<td></td>
<td><strong>F.</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>The number of students who have missed 10 days or more will decrease by 1% from the previous year.</td>
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<tr>
<td></td>
<td>Establish baseline.</td>
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</tbody>
</table>

Celerity Achnar Charter School
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tracking through Powerschool and through Dataquest.</td>
</tr>
</tbody>
</table>

| SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES |
| NOTE: NOT APPLICABLE |

| SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES |
| NOTE: NOT APPLICABLE |

| SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES |
| NOTE: NOT APPLICABLE |

| STATE PRIORITY #6 – SCHOOL CLIMATE |
| School climate, as measured by all of the following, as applicable: |
| D. Pupil suspension rates |
| E. Pupil expulsion rates |
| F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |

| SUBPRIORITY A – PUPIL SUSPENSION RATES |
| GOAL TO ACHIEVE SUBPRIORITY | 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>L. Positive Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs include Love &amp; 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 will be an alternative to suspension.</td>
</tr>
</tbody>
</table>

| M. Parent Involvement: |
| The school will communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate... |
Parents will also have access to Power School, our school information system, which will allow them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

**N. Behavioral and Academic Intervention:**
All Celerity students will 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 will 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.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Suspensions decrease 1% compared to year before or maintain at no more than 5%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline.</td>
</tr>
<tr>
<td>MEASUREMENT METHODS</td>
<td>Powerschool</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B – PUPIL EXPULSION RATES**

| GOAL | 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |
### Actions to Achieve GoAL

| MEASURABLE OUT | Expulsions no more than 0.5% annually for all students and subgroups. |

### Positive Discipline:
A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs will include Love & Logic and the Celerity Peace Tree. Weekly professional developments for classified staff will be held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs will be an alternative to suspension.

### Parent Involvement:
The school will communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will also have access to Power School, our school information system, which will allow them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

### Behavioral and Academic Intervention:
All Celerity students will 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 will have access to COST, SST, and support services on an as needed basis.
<table>
<thead>
<tr>
<th>COME</th>
<th>Establish baseline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME</td>
<td>Powerschool</td>
</tr>
</tbody>
</table>

**SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)**

**GOAL TO ACHIEVE SUBPRIORITY**

| 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. |

**ACTIONS TO ACHIEVE GOAL**

<table>
<thead>
<tr>
<th>R. Positive Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehensive approach to student discipline will be executed to promote a positive learning environment. These programs will include Love &amp; Logic and the Celerity Peace Tree. Weekly professional developments for classified staff will be held to address positive supervision, cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs will be an alternative to suspension.</td>
</tr>
<tr>
<td>S. Parent Involvement:</td>
</tr>
<tr>
<td>The school will communicate with parents through a variety of ways. Every teacher will have a cell phone so that parents have access to him/her in order to communicate about their children. Parents will have access to teachers’ email addresses as well. The school will hold monthly parent meetings to communicate the direction of the school, communicate information, and to elicit input from the parents. Parents will also have</td>
</tr>
</tbody>
</table>
access to Power School, our school information system, which will allow them to see the exact same thing the teacher sees, such as grade book, benchmarks data, attendance, and projects. DELAC meetings will be 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 will uphold an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with the Principal.

T. Behavioral and Academic Intervention:
All Celerity students will 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.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student office referral rate for behaviors, Peace Tree Leaves</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #7 – COURSE ACCESS**
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs.
“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grades 7-12: English, social sciences, foreign language(s) physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. 51220(a)-(i))

| GOAL TO ACHIEVE SUBPRIORITY | 3. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments.  
|                           | 4. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.  |
| ACTIONS TO ACHIEVE GOAL  | 3. Ensure courses offered meet the requirement for a broad course of study.  
<p>|                           | 4. Ensure all students are enrolled in the above courses.  |
| MEASURABLE OUTCOME       | All students will be enrolled in a broad course of study.  |
| BASELINE PERFORMANCE LEVEL | 100% compliance  |
| METHODS OF MEASUREMENT   | Bell and course schedule  |</p>
<table>
<thead>
<tr>
<th>ME</th>
<th>NT</th>
</tr>
</thead>
</table>
| **STATE PRIORITY #8 – OTHER STUDENT OUTCOMES**  
*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.* | |
| **SUBPRIORITY A – ENGLISH** | |
| **GOAL TO ACHIEVE SUBPRIORITY** | 3. Students will be proficient in English Language Arts as measured by the Smarter Balanced and/or internal assessments. |
| **ACTION STEPS TO ACHIEVE GOAL** | Q. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.  
R. Quarterly PD:  
Require teachers to attend professional development five times throughout the academic school year. Celerity will gather 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.  
S. 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.  
T. 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. |
U. Textbooks Adoption:
Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research (Houghton Mifflin & McDougal Littel) 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.

V. Intervention:
Celerity will provide 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 will be tutored in small groups during the instructional day. Students to be taught in small groups will be 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.

W. After School Tutoring:
After school tutoring will be 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.

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

Y. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas, such as fluency and vocabulary. Once identified, specific interventions will be planned for the subsequent unit of instruction. Students will receive support from the Resource teacher through the Learning Center model. Special homework assignments will be given to students who are identified with special learning needs.

Z. 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
In order to keep the computers operational, we will 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.

**AA. 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.

**BB. 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.

**CC. 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.

**DD. 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.

**EE. 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.

**FF. Professional Development for English Learners:**
Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Smarter Balanced 2014-15 Scores will establish baseline.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Smarter Balanced scores, Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SUBPRIORITY B – MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>4. Students will be proficient in Mathematics as measured by the Smarter Balanced and/or internal assessments.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Q. 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 will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
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<td></td>
<td>R. Quarterly PD: Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
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<tr>
<td></td>
<td>S. 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.</td>
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<tr>
<td></td>
<td>T. 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</td>
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</table>
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.

U. 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.

V. Intervention:
Celerity will provide 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 will be tutored in small groups during the instructional day. Students to be taught in small groups will be 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.

W. After School Tutoring:
After school tutoring will be 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.

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

Y. Targeted Instruction:
Through continuous analysis of student performance throughout each school year, teachers will identify students in several areas within mathematics. Once identified, specific interventions will be planned for the subsequent unit of instruction. Students will receive support from the Resource teacher through the Learning Center model. Special homework assignments will be given to students who are identified with special learning needs.

Z. 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 will 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.

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**BB. 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.

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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.

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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.

**EE. 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.

**FF. Professional Development for English Language Learners:** Provide professional development on SIOP (Sheltered Instruction Observation Protocol) and observe for SIOP strategies being used in classrooms.

| MEASURABLE OUTCOME | \begin{itemize} 
| Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 2% over previous year. |

| BASELINE PERFORMANCE | Smarter Balanced 2014-15 Scores will establish baseline. |

Celerity Achernar Charter School
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Smarter Balanced scores, Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks</td>
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</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY C – SOCIAL SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
</tr>
<tr>
<td>Demonstrate proficiency of the contents standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Summer PD:</td>
</tr>
<tr>
<td>Require teachers to attend annual summer training institute, which will include a focus on social studies. This will provide teachers with 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 social studies standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
<tr>
<td>F. Quarterly PD:</td>
</tr>
<tr>
<td>Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
</tr>
<tr>
<td>G. Weekly PD:</td>
</tr>
<tr>
<td>Weekly professional development will focus on integrating student writing and literacy within social studies. Evidence of social studies in room environment with rigor and the principles of learning will also be a focus.</td>
</tr>
<tr>
<td>H. Grade Level PD:</td>
</tr>
<tr>
<td>Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
</tbody>
</table>
| METHODS OF MEASUREMENT | ● 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) |
| SUBPRIORITY D – SCIENCE | Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation. |
| GOAL TO ACHIEVE SUBPRIORITY | E. Summer PD:  
Require teachers to attend annual summer training institute, which will include a focus on science and the Next Generation Science Standards. This will provide teachers with 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 science standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan. |
**F. Quarterly PD:**

Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.

**G. Weekly PD:**

Weekly professional development will focus on integrating student writing and literacy within science. Evidence of science in room environment with rigor and the principles of learning will also be a focus.

**H. Grade Level PD:**

Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Percentage of students achieving at the proficient and advanced level in the CST will increase by 5% each year (or equivalent benchmark on the CAST).</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE</td>
<td>Establish baseline</td>
</tr>
</tbody>
</table>
| METHODS OF MEASUREMENT | CAST Science scores; internal benchmarks  
  ● 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 & 3 times per year), Study Island (weekly))  
  ● State standardized testing (CAST) (Annual) |

**SUBPRIORITY E – VISUAL AND PERFORMING ARTS**

**GOAL TO ACHIEVE**  
- 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.
### VE SUB PRIORITY

- Demonstrate expression through movement and spatial awareness. Demonstrate a sense of self-confidence and knowledge of their place in history and society.

### ACTIONS TO ACHIEVE GOAL

<table>
<thead>
<tr>
<th>D. Summer PD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require teachers to attend annual summer training institute, which will include a focus on visual and performing arts. This will provide teachers with 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 visual and performing arts standards. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Quarterly PD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Weekly PD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly professional development will focus on integrating student writing and literacy within visual and performing arts. Evidence of visual and performing arts in room environment with rigor and the principles of learning will also be a focus.</td>
</tr>
</tbody>
</table>

### MEASURABLE OUTCOME

Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.

### BASELINE PERFORMANCE LEVEL

Establish baseline

### METHODS OF ME

- Performances (Once per trimester)
- Portfolio (bi-monthly)
- Progress report (3 times per year)
<table>
<thead>
<tr>
<th>ASRUEMENT</th>
<th>SUBPRIORITY F – PHYSICAL EDUCATION</th>
</tr>
</thead>
</table>
| GOAL TOACHIVESUBPRIORITY | • 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. |
| ACTIONSTOACHIEVEGOAL | C. Summer PD:  
Require teachers to attend annual summer training institute, which will include a focus on physical education. This will provide teachers with training to ensure that standards are understood and supported. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.  
D. Quarterly PD:  
Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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>| MEASURABLEOUTCOME | 90% of students continuously enrolled will participate successfully in the fitnessgram test. |
| BASELINEPERFORMANCELEVEL | Establish baseline |</p>
<table>
<thead>
<tr>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Performance assessments (4 times per year)</td>
</tr>
<tr>
<td>● Observation checklists (Bi-monthly)</td>
</tr>
<tr>
<td>● Progress report (3 times per year)</td>
</tr>
<tr>
<td>● State standardized testing (Annual) Fitness Gram for 5th and Middle School</td>
</tr>
</tbody>
</table>

**SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)**

**GOAL TO ACHIEVE**

Demonstrate a commitment to lifelong health and physical wellbeing.

**ACTIONS TO ACHIEVE GOAL**

**D. Summer PD:**
Require teachers to attend annual summer training institute, which will include a focus on health. This will provide teachers with training to ensure that standards are understood and supported. Attendance will be recorded, resources will be uploaded, and evaluations will be done on the online My Learning Plan.

**E. Quarterly PD:**
Require teachers to attend professional development five times throughout the academic school year, Celerity will gather 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.

**F. Weekly PD:**
Weekly professional development will focus on integrating student writing and literacy within health. Evidence of health in room environment with rigor and the principles of learning will also be a focus.

**MEASURABLE OUTCOME**

Percentage of students achieving at the proficient and advanced level in progress reports will increase by 5% each year.

**BASELINE**

Establish baseline
|/performance level/ | ● Teacher assignments (Weekly)  
● Performance assessments (Once per trimester)  
● Progress report (3 times per year)  
● Individual student conferences (4 times per year) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</td>
<td>NOTE: NOT APPLICABLE</td>
</tr>
<tr>
<td>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</td>
<td>NOTE: NOT APPLICABLE</td>
</tr>
<tr>
<td>SUBPRIORITY J – CTE (GRADES 7-12 ONLY)</td>
<td>NOTE: NOT APPLICABLE</td>
</tr>
</tbody>
</table>
|SUBPRIORITY K – OTHER SUBJECT(S): Technology integration to reach proficiency across content areas | Students will utilize technology, such as web based research, Microsoft Office, and educational websites to:  
● 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  
Connect the arts with all other content areas |
|ACT|  
ION|S|  
TO|ACHIEVE|  
SUB|PRIORI|TY|  
B. 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 will 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. |
<p>|/measurable/| All students are integrating technology across content areas. |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>The percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>Establish baseline.</td>
</tr>
</tbody>
</table>
| METHODS OF MEASUREMENT | ● Teacher assignments (Weekly)  
● Performance assessments (Once per trimester)  
● Individual student conferences (4 times per year) |

**B. Methods of Assessment**

Benchmark Assessments - In order to monitor student achievement throughout the academic school year, Celerity Achernar Charter School 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) will be implemented every two months.

Curriculum-based assessments – Celerity Achernar Charter School 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 Achernar Charter School will use Smarter Balanced Interim and/or Study Island standards-based assessments as a progress monitoring tool. Study Island assessments will be administered as a midpoint check between each benchmark to assess student mastery of multiple standards. The purpose will be to use data before and after benchmarks to provide differentiated instruction and maximize student growth. Teachers and curriculum specialists will 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 Achernar 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 will aligned to metrics of the state assessment.

C. California Assessment of Student Performance and Progress (CAASPP)

In order to close the achievement gap, student progress will be assessed on an ongoing basis to provide support to all students. Celerity Achernar Charter School will implement all applicable provisions of the Every Student Succeeds Act. Celerity Achernar Charter School will outperform all district schools in the surrounding area, and demonstrate progress on the CAASPP.

The Chief Executive Officer and the Principal will be accountable to the Board of Directors of Celerity Educational Group for the achievement of the educational goals. In addition to the primary accountability of the school administrators, the entire school community, which includes staff, students, parents and community supporters, will be responsible and held accountable for ensuring the students’ academic success.

D. Use and Reporting of Data: Accountability for Results

Results and accountability will be demanded from all stakeholders at Celerity Achernar 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 will 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 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 will be ultimately responsible to the Board of Trustees for student achievement.
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 will be 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:

<table>
<thead>
<tr>
<th>Achievement Scores</th>
<th>ELD Achievement Scores</th>
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<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>1</td>
<td>Not Proficient</td>
</tr>
</tbody>
</table>

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 is 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

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Public Operating Principles
Celerity Achernar Charter School, an independent charter school, will comply with all applicable laws and regulations relating to the operation of charter schools.

Pursuant to Education Code section 47604, Celerity Achernar Charter School will be operated by Celerity Educational Group (“CEG”), a California nonprofit public benefit corporation. CEG is a corporation that shall have no members, as that term is used in Corporations Code section 5056. Celerity Achernar Charter School is operated in accordance with the Articles of Incorporation on file with the California Secretary of State (found in Appendix III) and bylaws established by the Celerity Educational Group (found in Appendix II). CEG received recognition of its nonprofit status by the Internal Revenue Service in March of 2006 and is operated as a California 501(c)(3) nonprofit public benefit corporation. As a nonprofit corporation, Celerity Educational Group does not and may not operate for the benefit of any private individual or group of individuals.

Pursuant to the Nonprofit Corporation Law, on or about April 1, 2012, CEG amended its bylaws to name Celerity Global Development (“Global”) as the sole statutory member of CEG, as the term “member” is defined in Corporations Code section 5056. On May 25, 2017, Global resigned as the sole statutory member of CEG, thereby relinquishing all of its rights as a member, including member rights that it had pursuant to Corporations Code section 5056 and as reflected in the CEG bylaws and any agreement between the parties. CEG amended its bylaws on May 31, 2017, after informing the Compton Unified School District Superintendent, to reflect Global’s resignation as sole statutory member, to remove any and all rights of Global in CEG, and to reflect that CEG shall have no members.

Going forward, CEG shall have no member. CEG acknowledges that amendments to its bylaws that significantly alter the Charter School’s governance or organizational structure, such as adding a member, are material and require Los Angeles Unified School District Board of Education approval.

Celerity Achernar Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Celerity Achernar Charter School will not charge tuition, and will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

CEG will continue to comply with the Brown Act. All charter school board meetings will be open meetings in accordance with the Brown Act. Agendas will be timely posted in public areas and all Celerity Achernar Charter School parents as well as all community members are welcome to attend the meetings to offer public comments to the CEG Board of Directors on any agenda or non-agenda items.
Celerity Achernar Charter School will operate autonomously from the District with the exception of supervisory oversight as required by law. CEG will be solely responsible for the financial debts and legal obligations of Celerity Achernar Charter School in accordance with Educ. Code section 47604.

Responding to Inquiries
Celerity Achernar Charter School shall continue to promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District, in accordance with Education Code Section 47604.3.

Board of Directors, Celerity Educational Group

The affairs of Celerity Achernar Charter School will be managed and its powers exercised under the ultimate jurisdiction of CEG’s Board of Directors in alignment with the oversight and charter authorization of the District. CEG’s Board of Directors (“Board”) is effectively engaged in school policymaking, fiscal and administrative oversight, and compliance with the specific laws that apply to Celerity Achernar Charter School. CEG’s Board has all of the management authority over the charter school.

The CEG Board’s major roles and responsibilities include, but are not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving Celerity Achernar Charter School’s annual budget and periodic financial reports, overseeing Celerity Achernar Charter School’s fiscal affairs, meeting corporate requirements, and selecting and evaluating the school’s CEO. These duties are further detailed below.

The CEG Board includes a group of individuals with backgrounds covering critical aspects of the organization including education reform, school management, leadership development, teaching, community/parent engagement, at-risk students, finance, operations, legal and fund raising. The Board currently consists of 5 members.

- Curt Hessler

Served as Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter’s Economic Policy Group; and Associate Director of the President’s Office of Management and Budget. In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries. He is currently a Professor at the UCLA Law School, with extensive experience in M&A, finance, strategic development, and law. He is the founder and Chairman of 101communications LLC. A profitable $60+ million IT media company built from 10 acquisitions in the US, UK, and Germany. His previous experiences include: Executive Vice President, Times Mirror Company. Vice Chairman, Unisys Corp. President/CEO, Quarterdeck Corporation. Chairman/CEO, I-Net, Inc. Law. Partner of Paul Weiss Rifkind Wharton & Garrison.

- Dana Walden

Dana Walden is currently the Executive Director of The Dream Project and the CEO and Founder of Dreams in Action. Prior to his current positions he was co-owner of Laurel...
Canyon Animal Company (LCAC) and still is a principal Producer and founder of Enlightened Innertainment (EI). LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. EI creates media that educates and entertains. Mr. Walden has experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide. Mr. Walden specializes in managing the visionary and creating programs that can be sustainably actualized.

- Julie Stern

Ms. Stern currently holds a prominent position as an executive-network consultant with NBC and is responsible for all aspects of Development and Production of Programming. Prior to this, Ms. Stern worked with the Oprah Winfrey Network as Senior Vice President, Production. Ms. Stern was responsible for the oversight of the network's production in daytime and primetime series, specials and documentaries. Ms. Stern, as a highly seasoned Producer, brings an impressive range of experience, having worked with almost every major broadcast and cable network. Her record of successes in a wide variety of genres along with her reputation for production strategies and strength of character makes Ms. Stern a perfect fit for Television Network. Ms. Stern also served as Vice President, Production for Lifetime Entertainment, where she was responsible for oversight of all unscripted programming, including the Emmy Award winning hit reality series, Project Runway.

- Ron Ben-Yehuda

Mr. Ben-Yehuda has over twenty years of experience working as a Chief Business Development Officer and General Counsel. He is currently partnered at a firm that specializes in Technology Licensing, Development and Marketing, Mergers and Acquisitions and Online Sales. Mr. Ben-Yehuda oversaw the establishment and development of numerous strategic marketing and technology relationships that generated substantial growth for the company. He enjoys sharing his knowledge of expertise by frequently lecturing at numerous conferences and events sponsored by UCLA Law School, USC Computer Law Institute, the Copyright Office, and many other organizations.

- Francisco Mares

Mr. Mares is certified as a Payroll Professional (CPP) and is currently the Director of Payroll with the Screen Actors Guild-American Federation of Television and Radio Artists (SAG-AFTRA). With over twenty years of experience in the payroll/accounting field, Mr. Mares is considered a highly respected Payroll expert. He oversees payroll operations for over 200,000+ employees/performers on a daily basis and plays a vital role as a subject matter expert on all aspects of payroll administration, including the latest laws and regulations impacting payroll.

The CUSD is entitled to a representative on the CEG Board as per Educ. Code section 47604.
Resumes of the school’s lead petitioner and key personnel are included as Appendix IX, while resumes for the Board of Directors are included as Appendix X.

Duties
The Board of Directors has ultimate responsibility for the management, operation and activities of Celerity Achernar Charter School. The Board is responsible for adopting policies and procedures to assist the staff in facilitating the implementation of such policies. The Board has adopted internal financial control policies, and will monitor and oversee the organization’s compliance with these policies. CEG’s current fiscal policies and procedures are attached as Appendix X1. The Board of Directors will meet every two months or additionally as needed based on the necessities of the schools and will be responsible for carrying out Board responsibilities including, but not limited to, the following:

- Development, review, or revision of the School's accountability and mission;
- Input from the community, parents, students and other stakeholders;
- Development of the school calendar and schedule of Board meetings;
- Development 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 and other Officers as necessary;
- Approval of charter amendments;
- Approval of annual performance audits;
- Acceptance of annual independent fiscal audit;
- Approval 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;
- Hiring, supervision, evaluation and oversight of the CEO, and if necessary, ratification of termination of the School employees;
- Creation of external or sub-committees as needed;
- Review of regular reports on student performance and adopt/adjust policies to reflect this.

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.

Board members are elected to the Board as set forth in CEG’s bylaws. The current term of office for all Board members is three (3) years. Because the Board has been functioning since 2004, the term dates are staggered well enough to ensure that there is always sufficient expertise and institutional memory on the Board to run the operations of the organization in an effective manner. There is no limitation upon the number of consecutive terms to which a Director may be re-elected. Each Director, including a Director elected to fill a vacancy, holds office until the expiration of the term for which elected and until a successor is elected and qualified, unless removed from the Board pursuant to provisions of Celerity Education Group’s Bylaws found in Appendix II).

New Board members receive training on the Brown Act and public records, financial oversight and fiduciary duties, conflicts of interest, and on governance best practices and accountability. These services are procured via contracted services with attorneys, Certified Public Accountants and back office providers. Continuing Board members receive periodic updates as needed.

Parents and Community Members Access to Board Meetings

Meeting Notices and Agendas for Board meetings will be posted as required by the Brown Act, and so that they are accessible to the school’s stakeholders. The agendas 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 will be posted in locations that will be freely accessible to members of the public. Board meetings will be open to the public and will be held in Los Angeles. To ensure all parents have access to Board meetings, CEG makes reasonable accommodations which may include teleconferencing (which will comply with the provisions of the Brown Act) and webcasting from the school site. Parents and community members can address the board on agenda items and on non-agenda items. Speakers’ sign-up sheets will be available at the beginning of every Board Meeting. Agendas will be distributed to any members of the public who request them. During the Board Meeting, minutes of Board actions will be recorded by a member of CEG staff and will be reviewed by the Board Secretary prior to distribution to and adoption by the full Board. Agendas and official minutes will be available at Celerity Achernar Charter School from the Office Manager.

Site-Based Advisory Council

Celerity Achernar Charter School intends to have an eleven (11) member Site-based Advisory Council consisting of the principal, five (5) parents, two (2) teachers, two (2) classified staff, and one (1) local community member. The Site-Based Advisory Council will be a self-selecting Body. Meetings will take place once a month at each school site. During the September General Parent Meeting, parents, community members and staff can self-nominate to be Council Members. The General Assembly ratify by consensus the self-selected members.
Each member is able to cast one vote. Starting in October, the Site-Based Advisory Council will meet monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal and Chief Executive Officer on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Celerity Achernar Charter School. Meetings will occur monthly from October to August each school year.

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 Achernar 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 can support 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 Advisory 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 is encouraged to sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Celerity Achernar Charter School. Failure to sign the agreement in no way impacts a student’s enrollment.
- Parents will be strongly encouraged to commit to volunteering time to support the school and to participate as mentors. Many of our Compton parents at Celerity Sirius volunteer during performing arts shows with set-up and decorations, and in coordinating fundraisers, participation in school beautification projects, and providing classroom teacher support. A parent’s failure to volunteer or inability to volunteer does not impact the student’s enrollment.
- Parent-teacher conferences take place quarterly.

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

- 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).
- 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.
- Encouraged to volunteer at least three (3) hours per month at the school.

**Business and Operations Management and Services**

Since April 2012, CEG received a suite of support services from Global pursuant to contracts between CEG and Global. On May 31, 2017, CEG’s Board authorized termination of all services contracts between CEG and Global, in full consideration of the paramount goals of providing the highest quality educational services to the students and parents of the CEG schools and conducting CEG’s operations in the most financially sound manner. CEG is in the process of and shall continue to transition all of the services provided by Global to other vendors or by bringing positions in-house at CEG, and CEG shall continue to utilize an open request for proposal (RFP) process to select replacement vendors. Upon full transition, CEG shall no longer contract with Global.

CEG will provide central administrative services to the Charter School in-house and through arms-length vendors and contractors, including budgeting/forecasting, accounts set-up (insurance, benefits, attendance tracking), personnel transactions, accounting and payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing, in accordance with the laws that govern school business practices. CEG reserves the right to contract with other providers if it so chooses. The Celerity Educational Group Board has implemented systems and procedures for the CEG Board to regularly monitor, review and evaluate services provided by vendors, and will monitor adherence to the charter process and the law. Celerity Educational Group assures that the accounting system for Celerity Achernar Charter School will continue to follow generally accepted accounting principles.
Figure 4.1 - Governance Structure of Celerity Achernar Charter School
Element 5. Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Celerity Achernar 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.

**Hiring Protocol**

- Celerity Achernar Charter School will use a four-step hiring process for teachers: paper review of resumes, interview, demonstration lesson, and reference check. The principal will make the final decision. Should a candidate successfully complete all four steps, an offer letter will be provided to the candidate by CEG.

- The hiring of the school principal will be a four-step process: paper review of resumes, interview (conducted by CEG in-house central services, including the CEG CEO), a series of demonstrations of leading professional development activities for teachers, demonstration of classroom observations, demonstration of providing feedback to teachers on classroom observations, reference check. A team of teachers and principals at other Celerity Educational Group schools will make the final decision. Should a candidate successfully complete all four steps, an offer letter will be provided to the candidate by CEG. Currently, CEG anticipates that Jason Rios, who currently serves as Principal of the Celerity Sirius Charter School, will serve as the school’s Principal when the school opens.

- The hiring of classified staff is based on their qualifications for the job opening and their past employment experience. The initial screening and reference check will be conducted by CEG in-house central services but the final decision will be made by the Principal.

- In order to complete the hiring process and sign an employment agreement, all certificated and classified candidates are responsible for successfully passing the LiveScan background check and submitting proof of TB clearance within the most recent twelve months. No employee can commence work without such clearances.

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.

**Staff Recruitment Process**

- Celerity Educational Group (CEG) will publicize openings in career and education websites, newspapers, Universities, in the local community and ask for referrals from community members and other stakeholders.

- Professional employees will be required to submit a resume and cover letter while classified hourly employees will fill out an employee application.

**Non-Discrimination Statement**

Celerity Achernar Charter School
Celerity Achernar Charter School’s employee selection procedure shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, age, disability, sexual orientation, or marital status, or any other protected classification, in accordance with applicable law.

**Background Checks**
Celerity Achernar 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 Charter School employees will be required prior to starting work to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing as described in Education Code section 49406.
- 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 Achernar Charter School will process all background checks of every employee through the Department of Justice. No employee shall be permitted to commence employment at Celerity Achernar Charter School until that employee has been cleared by the Department of Justice and provided Celerity Achernar Charter School with criminal record summary as described in Education Code section 44237.
- Documents establishing legal citizenship 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.

**Job Descriptions**
The following job descriptions outline key school positions, including qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

- CEO
- Legal Counsel
- CFO
- Chief Academic Officer
- Chief Operating Officer
- Director of School Services
- Assistant Director of School Services
- Principal
- Office Manager
- Parent and Community Liaison
- Classroom Teachers
- Curriculum Specialist/Administrator in Training
Chief Executive Officer
The CEO has the overall responsibility for leading the Celerity Educational Group to successfully operating its high performing schools that consistently implement the Celerity educational model; Has the responsibility for overall accountability of all schools and the Celerity Educational Group organization; and Supervises and evaluates the performance of employees. The CEO’s primary responsibility is for the educational program, fund development, and financial management of the organization. The CEO also has the final responsibility for selection and termination of key staff. The CEO reports directly to the Celerity Educational Group Board of Directors, is responsible for providing strategic leadership for the company by working with the Board and other management to establish long-range goals, strategies, plans, and policies.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE CEO

- Oversee the planning, development, organization, implementation, direction and evaluation of the organization's performance.

- Participate in the development of the corporation's plans and programs as a strategic partner.

- Evaluate and advise on the impact of long range planning, introduction of new programs/strategies and regulatory action.

- Enhance and/or develop, implement and enforce policies and procedures of the organization by way of systems that will improve the overall operation and effectiveness of the corporation.

- Establish credibility throughout the organization and with the Board as an effective developer of solutions to business challenges.

- Provide strategic input and leadership on decision making issues affecting the organization; i.e., evaluation of potential alliances acquisitions and/or mergers and investments.

- Optimize external relationships and initiate appropriate strategies to enhance the organization.

- Evaluation of the plan for continual improvement of the efficiency and effectiveness of the group as well as providing individuals with professional and personal growth with emphasis on opportunities (where possible) of individuals.

Skills and Experience
5-7+ years of experience in managing and leading a high performing organization including strategic development and operations
• Graduate (Master’s level) degree in Education, Business or related area
• Entrepreneurial drive and proven track record in launching new ventures or major initiatives
• Superior relationship management skills, including external and internal stakeholders/clients
• Passion for education reform and a commitment to serving children in underserved communities

Legal Counsel
The General Counsel/Outside Legal Counsel will advise CEG on a variety of issues regarding compliance and governance, contracts, conflicts of interest, real property issues, Prop 39, student and employment issues as needed, the Ralph M. Brown Act, the California Public Records Act, and other legal services as needed. He or she will also assist with charter petitions, administrative proceedings, and renewals.

Chief Financial Officer
The Chief Financial Officer reports to the Board of Trustees and has direct responsibility for the financial and budget matters of Celerity Educational Group (“CEG” or “Schools”). The Chief Financial Officer is responsible for safe-guarding the assets of the Schools while working closely with the CEO. General duties include: finance, accounting and reporting management, preparing and administering the budget, guiding and developing long-term financial sustainability directing and supervising all finance functions including, but not limited to risk management budgeting, audits, operational compliance, and grants management while adhering to applicable laws, regulations, professional standards and policies and procedures.

The Chief Financial Officer directly supervises the Business Office personnel. The Chief Financial Officer has the proven ability to both listen to and communicate well with constituencies inside and outside of the Schools. This position requires a hands-on professional who is prepared to diplomatically deal with and resolve issues in real time as needed. The Chief Financial Officer liaises with the Board of Trustees at meetings and as an advisor to the Audit and Compliance Committee and to ensure the fiscal effectiveness of the schools.

Job Duties:
• Provide strategic leadership for the Schools on finances, budget development, and investments.
• Ensure that effective internal financial controls are in place for the Schools.
• Ensure compliance with GAAP and applicable federal, state and local regulatory laws and rules for financial and tax reporting.
• Provide leadership in the development and the continuous evaluation of short and long-term strategic financial objectives.
• Work with the CEO and Board of Trustees as required to ensure the business and financial objectives of CEG are met in an effective and timely manner.
• Collaborate with the CEO and Principals to ensure that each school’s programs remain on budget and are scaled to the Schools’ available financial resources.
• Evaluate and advise on the financial impact of long-range planning, introduction of new programs/strategies and regulatory action.
• Provide leadership team and Board of Trustees with ongoing advice on the financial implications of the Schools’ business activities.
• Manage processes for financial forecasting, budgets and interim reports, other financial reports, consolidation and timely reporting.
• Direct the timely preparation and implementation of the Schools’ budgets and interim reports to ensure compliance with state laws and alignment with the Schools’ charters and goals.
• Regularly evaluate financial safeguards, policies and procedures, and initiate Board policy development on business and budget-related matters as necessary and appropriate.
• Ensure credibility of the finance team by providing timely and accurate analysis of budgets, interim reports, financial trends and forecasts to the CEO and Board of Trustees.
• Direct and oversee all aspects of the finance and accounting functions of the organization.
• Direct the receipt of funds, management of funds and any investments, and expenditures of funds, to insure proper and lawful expenditures of funds and maximum returns on these funds.
• Forecast short- and long-range cash requirements and obligations as a basis for sound financial funding mechanisms.
• Direct and oversee the grants management programs to ensure maximum and effective participation in all available local, state, and federal grants.
• Develop systems that ensure compliance with all grant requirements and use of restricted funds, including requirements for federal and state grants.
• Assure protection of the assets of the Schools by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage.
• Direct and supervise the work of the business office and/or back office provider to ensure use of standard accounting and bookkeeping procedures, to keep an accurate continuous record of the cash and financial position of the schools, and to manage the financial operation of the schools so that the institution remains financially stable.
• Supervise the preparation of, and review for accuracy, each School’s monthly operating statement for the CEO and the Board.
• Review monthly expenditure reports, in particular credit card transactions.
• Establish a plan and schedule for the preparation of the annual budget, as well as the Schools’ Annual Updates to their LCAPs, and oversee timely implementation.
• Provide for the securing of an annual independent audit of the schools’ financial records and financial positions.
• In cooperation with the Schools and the Audit and Compliance Committee, assist or direct as needed an annual internal audit.
• Oversee all schools’ purchasing, and banking activities.
• Provide the CEO information regarding budgets related to salaries and benefits for all personnel.
• Represent the schools and organization at various regional, state, and national associations, meetings and/or hearings relative to the role of being the CFO.
• In cooperation with the Schools and the Audit and Compliance Committee, assist or direct as needed any other audit and/or financial report required by an authorizer or other regulatory body.
• Ensure the completion of periodic and annual reporting requirements to respective state reporting agencies and charter schools authorizers.
• Advise the Board of Trustees and Audit and Compliance Committee as to any complex and/or unusual transactions or other significant financial matters not in the ordinary course of business, or judgment areas related to the Schools’ compliance.
• Support and work with the Schools’ leadership, and its consultants and vendors as necessary.
• Report and analyze all financial statements, including statement of activities, statement of financial positions both on a combining and combined basis.
• Perform on-going analysis and develop replicable processes and system that ensure financial health.
• Convey a positive image of the Celerity Schools at all times when working with students, parents, employees and the public.
• Perform other duties as assigned by the Board of Trustees.

QUALIFICATIONS GUIDELINES

Experience/Training/Education:

Required
- Bachelor’s Degree in Accounting, Finance or a related field.
- Certified Public Accountant (CPA) or Master’s Degree in Business Administration.
- A minimum of 5-7 years of related and progressively more responsible experience in managing business and financial affairs of a multi-functional business organization in education, nonprofit or government sectors.
- A working knowledge of nonprofit and California public schools accounting.
- Highest regard for confidentiality and exemplary ethical standards is necessary, as well as the ability to manage multiple tasks and projects under the pressure of deadlines while constantly adhering to internal control procedures and guidelines.
- Comprehensive understanding of how to develop financial models and internal controls for sustainability, compliance, efficiency, and decision-making.
- Proficiency in management accounting software, payroll systems and procurement systems from selection to alignment and implementation.
- Experience representing an entity through an external audit process, such as an audit by the California State Auditor or a Fiscal Crisis Management and Assistance Team (FCMAT) audit.
Desirable

- Certified Public Accountant (CPA) and Master’s Degree in Business Administration preferred.
- California charter school experience preferred.
- Experience working as California State Auditor or FCMAT auditor.

Knowledge/Skills/Abilities:

- Possess the following personality traits: self-motivated, smart, energetic, strong people skills, team player, approachable, receptive to new ideas, extremely customer service oriented and comfortable in an educational setting where small children and adults are present.
- Ability to learn and teach others established internal controls and accounting and financial procedures as well as reproduce the current processes and recommend best practices to streamline Business Office and Schools’ procedures.
- Manage many tasks and projects simultaneously while adhering to deadlines; ability to consistently and thoroughly meet deadlines and “make” time for unexpected projects or requests.
- Creates action plans to meet goals and objectives, and conducts periodic reviews of progress and measures against goals.
- Exercise self-motivation with an excitement to learn and grow within the position and organization.
- Exhibit strong interpersonal skills and maintains open communication channels with numerous constituencies of the Schools, including peers, administrators, parents and vendors; effectively communicates key data and complex accounting issues, including presentations and dashboards, to the CEO, staff, the Board of Trustees and committee members.
- Consider a broad range of internal and external factors when solving problems and grasps complexities and perceives relationships among different problems or issues.
- Effectively communicate accounting, financial and service issues that can be complex in nature with peers, administrators, and customers of the Schools.
- Mission driven focus, problem-solving orientation, and flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities.

Chief Academic Officer

Reporting directly to the Chief Executive Officer, the Chief Academic Officer (CAO) is responsible for both sustaining and improving Celerity's culture of high academic excellence and will have primary authority and accountability for the academic performance of all schools. The school leaders at each school as well as the curriculum and instructional support staff will report directly to the CAO. The CAO provides leadership, vision, and strategic direction for the Celerity curriculum, instruction, assessment and school improvement initiatives including overseeing professional development, assessments and accountability for the academic success of the schools.
Responsibilities Include:

Academic Visioning

- Providing scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools

- Assisting the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as CEG expands to serve a greater number of students

- Ensuring that curricula are aligned to national and state standards and creating curricular resources that allow for efficient and effective pacing, sequencing and lesson planning

- Determining and implementing CEG’s academic priorities. Evaluating assessment tools on a regular and on-going basis

- Disaggregating school data sets and implementing data-driven instructional decisions at the network level

- Regularly observing and evaluating student work through classroom walk-throughs and observations

- Developing and maintaining an academic department budget

Coaching and Developing Instructional Leaders

- Developing and leading the academic team in their role as instructional leaders and site managers with real time feedback

- Providing feedback to and evaluating the academic team and school leaders by providing clarity on roles, functions, goals and accountability metrics

- Developing plans to help capitalize on individual leader strengths as well as plans to address areas of potential growth

- Supporting the academic team and school leaders to ensure high quality implementation of the CEG’s educational design, including school culture, standards, assessments, and instructional guidelines

- Assisting the academic team and school leaders in monitoring and evaluating the effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with the school’s mission, core values, academic standards, and strategic goals

- Supporting the academic team and school leaders on creating coherence in culture and routines within each school

- Facilitating collaboration among the academic team, school leaders and school sites
• Collaborating with the academic team and school leaders on hiring strategies when appropriate

• Recruiting and training qualified incoming academic team members and school leaders

• Assisting the academic team, HR and school leaders with on-boarding of new teachers and staff

• Working collaboratively with schools and support teams to provide leadership around the instructional staff evaluation process

• Working with the academic team and school leaders to field parent and community concerns, questions and outreach, and helping create action plans when necessary

Community Engagement
• Participating in conferences, community outreach and the legislative community to help establish CEG as a community partner

• Seeking and maintaining professional affiliations and enhancing professional growth and development to keep current with instructional best practices

CANDIDATE REQUIREMENTS:
Education and experience:
• Bachelor’s degree required, Master’s degree preferred

• A minimum of 10 years of work experience required

• Experience as a principal of a high-performing urban public school

• Experience at a District Level Instructional leadership position

• Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members

• Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring and coaching, goal-setting, prioritization and strategic planning

• Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development

• Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups

• Demonstrated success leading strategic educational initiatives that result in measurable improved student achievement
• Experience effectively managing limited resources to support strategic organizational goal attainment

• Proven ability to collaborate and build relationships with internal and external stakeholders

• Ability to be flexible, resilient, and adaptable to changing priorities

• Proven written and verbal communication skills

• Strong strategic planning and organization skills

• Proficiency in Microsoft Office applications

**Chief Operating Officer**
The Chief Operations Officer will be part of the executive leadership team and will be responsible for leading the day-to-day operations of Celerity Educational Group (“CEG”) and its charter schools with 10+ locations throughout the Los Angeles, San Fernando, Eagle Rock and Compton areas. Reporting to and working closely with the Chief Executive Officer, the Chief Operations Officer will generally oversee all administrative and operational functions of the organization, including, but not limited to, human resources, facilities, information technology, creative media, and the performing arts program.

**Job Duties:**
• Managing and overseeing all operational aspects of the schools, as well as new school start-up operations and related growth
• Supervising and evaluating all members of CEG’s operational team
• Managing and overseeing physical conditions of all school sites and facilities to ensure they are operating and maintained in compliance with applicable law
• Hiring and managing all contractors who provide maintenance and inspection services to the school sites and facilities, including, but not limited to, pest control, alarm monitoring, elevator compliance, HVAC, etc.
• Ensuring that all CEG schools have fully functioning technology infrastructure, including, but not limited to, networks, information systems, data processing, E-Rate, etc.
• Managing the school-wide information database system
• Overseeing the creation and distribution of all State, County, and District required reports
• Managing the schools’ nutrition services program, training office managers on state reporting and nutrition services reporting, and overseeing the creation and filing of claim reimbursements
• Assisting with creation of the organization’s budget, and overseeing purchasing and CEG’s relationship with outside vendors
• Working with an administrative team to track and evaluate each school’s yearly performance on standardized testing (CAASPP, CELDT, etc.) and other metrics of academic achievement to drive decision-making about operational needs
• Securing and maintaining all liability, workers’ compensation, property, D&O, and any other insurance as may be required by law or each school’s charter or as otherwise deemed necessary by CEG or business operations
• Working with the CFO to prepare all required documentation for audits for CEG and the schools
• Filing of school property tax exemptions through the County assessor’s office for all qualifying schools, and verifying property tax exemption statuses

QUALIFICATIONS GUIDELINES

Experience/Training/Education:

Required
• Bachelor’s Degree in Business, Education, or a related field
• A minimum of 5-7 years of progressive operational leadership experience, including financial management experience working with day-to-day facility operations and management of at least 5 employees
• Possession of a valid California Driver’s License and the ability to obtain and maintain car insurance

Desirable
• Financial management experience working in a non-profit or school setting
• Experience with charter school policy, governance, and public relations
• Proven track record as a charter school administrator/executive
• Successful experience assisting with new charter petitions and/or renewals

Knowledge/Skills/Abilities:
• Excellent written and oral communication skills
• Strong analytic skills
• Strong execution and leadership abilities in conflict management, team building, mentoring and coaching, goal-setting, prioritization, and strategic planning
• Knowledge of regulatory requirements associated with school operations and compliance
• Knowledge of charter school operations, including student programs, personnel and labor relations, preparation of business plans, repairs and maintenance, budget forecasting, and long-term planning
• Ability to collaborate with internal and external team members to effectively manage projects within the organization to ensure overall success of the schools
• Proficient computer skills, including use of Microsoft office products and the internet
• Must be self-directed and have the ability to effectively manage multiple priorities and complete assignments within the established time frames
• Must be analytical and have problem solving skills to break down complex problems into component parts, make logical conclusions, and take appropriate actions
• Ability to identify and troubleshoot problem areas
• Ability to assess issues and situations beyond “face value” and the ability to probe beyond routine questions and identify and resolve discrepancies in information

**Director of School Services**
The Director of School Services provides leadership, coordination, and support for learning programs and activities to provide high quality programs to students throughout the organization. The Director of School Services influences directly, and indirectly through the elementary administration, the accomplishment of Celerity’s educational goals through the development, planning, and implementation of curriculum, professional development, school improvement initiatives, administration evaluation, and the overall elementary education program.

**Responsible to:**
CEO

**Representative Duties**

- Prepare and deliver reports on areas of responsibility
- Develop budgets in conjunction with financial consultant
- Assistance for schools’ facility arrangement
- Submit district, state, and federal compliance documents, in conjunction with financial consultant
- Oversee student enrollment and attendance and ensure compliance
- Develop master program of the school with Principals including room and teacher assignments
- Chair and participate in committees designated by CEG Board
- Promote a school culture of learning, respect and interpersonal effectiveness
- Oversee school-wide events
- Lead outreach efforts for student recruitment

**Human Resources**

- Assistance in hiring and training new staff
- Oversee employment processing and ensure compliance
- Conduct staff evaluations
- Manage/Support Staff, in conjunction with CEO
- Supervise and collaborate with Assistant Director of School Services

**Professional Development**

- Provide classroom support
- Facilitate ongoing data analysis to guide instruction
- Provide/Oversee professional development to include intervention services and special education oversight.
Curriculum

- Manage selection of school curriculum
- Create curriculum exemplars integrating Common Core Standards with the workshop approach
- Oversee the development of the school curriculum
- Oversee selection of site assessments

Parent-Community Involvement

- Engage in parent and community outreach efforts
- Communicate regularly with parents and community
- Draft and oversee parent policies
- Oversee parent and community relations

Overarching Roles

- Lead Charter review and revision process
- Lead Celerity’s schools to achieve its mission vision and goals

Leadership and Ethical Conduct

- Demonstrate skills in decision-making, problem-solving, managing change, planning, managing conflict, and evaluating
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others
- Promote a school culture of learning, respect and interpersonal effectiveness.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity
- Encourage and inspire others to higher levels of performance, commitment, and motivation
- Protect the rights and confidentiality of students and staff

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

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

Experience
Required

- Minimum of (3) years of administrative experience at the school site 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 Celerity Achernar Charter School. 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 Educational Group.

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

Experience
Required

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

PRINCIPAL

The position of Principal is a Full time/Exempt position/with an at-will-work agreement. Candidate must have 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.

The Primary roles and responsibilities of the principal shall include/but are not limited to:

1. The Principal is responsible for instructional leadership, including developing school direction, in collaboration with fellow Principals and CEO, consistent with Celerity’s needs and goals.
2. The Principal is responsible for setting and maintaining high standards for student performance. The Principal is responsible for enabling the school to meet the improvement standards and other goals and obligations established in the charter.
3. The Principal shall cooperate, with prior approval from the CEO, with outside evaluators in their efforts to assess the school’s performance by establishing strong systems for data management and analysis and making the same available to the evaluators. The Principal shall assist the CEO in developing and implementing a school accountability plan.

4. The Principal must ensure smooth running of daily school operations, which includes managing crises effectively, maintaining discipline and order in the school and most importantly ensuring the overall safety and security of the school.

5. The Principal, in constant communication with fellow Celerity Principals and CEO, shall be the lead person in the implementation of Celerity’s discipline policies.

6. The Principal is responsible for managing staff and employees at the assigned school site. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional development needs. The Principal must also conduct periodic evaluations on performance and give feedback in a timely manner.

7. The Principal must develop and manage relationships with parents, family and students including monitoring student status and progress and ensuring that students are aware of progress.

8. The Principal is expected to be committed to the school’s mission, vision and policies and to promote and enforce the same in concert with the CEO.

9. The Principal will attend and prepare a report for each regularly scheduled CEG board meeting. The report will take into consideration the school accountability plan.

10. The Principal will assist the CEO by helping to edit and or write portions of grants.

11. The Principal will propose a site budget for the fiscal year with input from faculty and parents and present it to the CEO.

**The main site specific duties include:**

1. Prepare regular student achievement reports
2. Recruit, evaluate and manage staff including certificated teaching staff, classified staff and special programs classified assistants.
3. Develop, coordinate and assess instructional programs including standards based core curriculum intervention programs special education program master plan for English Learner students.
4. Supervise school wide curriculum and assessment mapping including regular student achievement data analysis.
5. Develop Master Schedule in alignment with instructional program needs and supervise implementation of schedule.
6. Manage and direct safe school program including emergency operations and student discipline.
7. Develop and implement relevant and meaningful professional development for instructional personnel.
8. Supervise implementation and or implement school policies.
9. Supervise and support all compliance related reporting including categorical programs (Title, Bilingual) Civil Rights Compliance, Federal Meal Program.
10. Supervise and support the maintenance of all Enrollment and admissions procedures and records as well attendance procedures and records.
11. Facilitate the development of school wide vision goal setting and positive school culture.
12. Train and coach teaching staff on school wide teaching and learning practices.
13. Coordinate and support parent workshops, parent participation programs and family evaluations.

Qualifications:
- Bachelor’s degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- California Administrative Services Credential
- Masters Degree

OFFICE MANAGER

The position of the Office Manager is a full time exempt supervisory position with an at-will work agreement. Manages the school office and is responsible for the supervision of the clerical activities of the school.

Specific Duties:

- Plans, establishes, and supervises the implementation of clerical procedures to insure timely preparation and submission of reports and records.
- Supervises clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.
- Reviews communications, bulletins, reports, and other items, advises on necessary actions and provides information to school personnel, parents, students, and others.
- Interprets District and school policies, and coordinates and provides approved information to parents, students, school personnel, and the public.

Knowledge, Skills, Ability:
- Plan and supervise clerical work for maximum efficiency in the utilization of staff, including scheduling, establishing priorities, and responding to problems
- Prepares school reports such as attendance reports and payroll
- Deal tactfully with administrators, employees, parents, students, and the public
- Demonstrate initiative and good judgment while working under pressure and frequent interruptions
- Train clerical employees and evaluate performance
- Interpret regulations and policies
- Obtain and impart information tactfully and accurately

Qualifications:
- Commitment to the Mission and Vision of Celerity and the success of the organization.
Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
Bachelors Degree from an accredited four year university.
Two years of experience in office managerial work.
Bilingual Spanish/English

PARENT AND COMMUNITY LIAISON

Responsibilities: At the Celerity Achernar Charter School this position will seek to:

- Plan and facilitate student recruitment and the timely preparation and submission of reports, applications and records.
- Review and communicate 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.
- Establish and build relationships with businesses and community organizations, private and public early education programs.
- Establish and/or assist 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 is selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position.

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

Community Liaisons report to and are evaluated by the Principal, who sets goals with them and evaluates them on their performance and on the extent to which they achieved their goals.

The school Principal observes the Community Liaison performing his/her duties and reviews their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and include post-observation communication.

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

CLASSROOM TEACHER

Job Purpose:
To provide an appropriate educational atmosphere which encourages positive student learning and to participate in a dynamic setting with other classroom teachers, administrators,
instructional teams and other staff members in the development and implementation of the school’s programs and goals.

**Qualifications:**
1. Bachelor’s degree from an accredited institution; and
2. California Teaching Credential; CLAD or BCLAD

**Knowledge, Skills, Ability:**

- Knowledge of prescribed curriculum and child development
- Ability to communicate effectively using written and oral communication skills
- Knowledge of current research
- Basic knowledge of technology; planning and organizational skills
- Manage the classroom and supervise students
- Skill in analyzing, diagnosing and evaluating student progress and programs
- Knowledge of varied learning styles
- Use effective, positive interpersonal skills
- Commit to a core set of belief established in our Charter about teaching, learning, and ongoing professional development.

**Job Duties and Responsibilities:**

- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
- Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
- Fosters a classroom climate conducive to learning.
- Plans instruction, sets goals and implements the specified curriculum
- Assist all students in achieving academic standards and establishing high expectations.
- Monitors students’ progress towards achieving instructional objectives and goals.
- Works with students, instructional teams, parents and administrators to develop individual learning plans, independent study programs and academic remediation processes.
- Utilizes classroom management techniques conducive to an effective classroom climate.
- Maintains complete and accurate student academic and disciplinary records.
- Shows sensitivity to students, parents and the community and promotes student self-esteem.
- Maintains professional relationship between school and parents.
- Maintains contact with parents through parent-teacher conferences, telephone, or written communications.
- Encourages parental involvement through school activities, connecting home and school.
- Integrates the use of technology and multimedia in the classroom.
- Follow federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal/Designee.
MINIMUM PERFORMANCE EXPECTATIONS

Programs of Study
Bases instruction on adopted curricular for the school and the charter; demonstrates accurate and current knowledge in subject field; develops appropriate lessons to teach instructional objectives; employs a variety of instructional strategies to augment achievement; uses content scope and sequence in planning.

Classroom Climate
Provides an atmosphere conducive to learning consistent with established school discipline procedures; encourages students’ attendance; sets high positive expectations for student performance; accommodates individual learning differences.

Management Systems
- Organizes teaching strategies to maximize allocated instructional time to increase student learning.
- Provides relevant examples and demonstrations to illustrate concepts and skills; provides instructional pacing that ensures student understanding.
- Incorporates higher level thinking skills; provides remediation activities for students; integrates a variety of technology applications and learning tools to augment student achievement.

Student Progress
Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

Communication
Communicates with students, parents, educational personnel, and others; communicates regularly and effectively with students, co-workers, parents/guarding, and the community, and exhibits appropriate interactive skills; follows confidentiality procedures regarding students, parents/guarding, and fellow staff members.

Professional Work Habits
Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication); adheres to established laws, policies, rules and regulations; interacts appropriately with students, other educational personnel, and parents.

Curriculum Specialist/Administrator in Training
Responsibilities:
Under the direction of the Principal:
- Supervise classified staff.
- Maintain a positive school environment, including positive discipline and safety for students.
- Assist with running school operations.
- Monitor and manage facilities’ needs.
- Attend special education meetings and understand the special education program.
• Monitor and manage recruitment and enrollment.
• Coordinate special events.
• Monitor implementation of instructional program.
• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
• Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
• Maintain professional relationship between school and parents.
• Follow federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal.
• Other duties as assigned.

Qualifications:
• Bachelor’s degree from an accredited institution; and
• California Teaching Credential; CLAD or BCLAD
• Minimum of three years of teaching experience in the elementary or secondary level
• Minimum of two years as a Curriculum Specialist

Selection:
The principal selects Curriculum Specialists/Administrators in Training on an application and interview basis. Selection of Curriculum Specialists/Administrators in Training is based on their having the knowledge, skills, and abilities required of curriculum specialists (see below) plus leadership potential. For internal candidates wishing to advance to the position, a 360-degree evaluation system is used to obtain feedback from each applicant’s subordinates, peers, and supervisors in the decision-making process.

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

The Principal sets goals with and enforce the Curriculum Specialists/Administrators in Training’ 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
• California Professional Standards for Education Leaders
• Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

**CURRICULUM SPECIALIST**

Celerity Achernar Charter School
**Job Purpose:**
To provide support and assistance to all classroom teachers in the implementation of Celerity’s program goals.

**Qualifications:**
- Bachelor’s degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- Minimum of three years of teaching experience in the elementary or secondary level
- 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.

**Knowledge, Skills, Ability:**
Curriculum Specialists are required to poses all knowledge, skills and abilities that are required of classroom teachers.

**Job Duties and Responsibilities:**
- Conduct demonstration lessons and assist teachers with curriculum and pacing of instructional programs.
- Conduct focused classroom observations of all teachers.
- Assist classroom teachers in infusing culturally relevant teaching strategies and scaffolding for diverse learners.
- Assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention and accommodation strategies for all students.
- Plan and conduct professional development for teachers.
- Plan and conduct informational meetings for parents to assist them in understanding instructional materials, and student progress.
- Plan, facilitate, and attend grade level meetings.
- Monitor implementation of instructional program.
- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
- Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
- Maintains professional relationship between school and parents.
- Follow federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal/Designee.

**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. All paraprofessionals are compliant with the Elementary and Secondary Education Act and the Every Student Succeeds Act.

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 Elementary and Secondary Education Act and the Every Student Succeeds Act (ESSA) requires specific qualifications for paraprofessionals.

Paraprofessionals 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 – Shall 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 are selected by the principal on an application and interview basis. Selection is based on experience and the ability to perform the job duties for that position.

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

All classified staff report to and are evaluated by the Principal, who sets goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

The school Principal observes the classified employee performing his/her duties and reviews their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and includes post-observation communication.

Elementary and Secondary Education Act and the Every Student Succeeds Act
The enactment of the Every Student Succeeds Act (ESSA) requires specific qualifications for paraprofessionals. Celerity Achernar Charter School will comply with the requirements under ESSA for paraprofessionals to meet applicable State certification and licensure requirements.

Teacher Credential Assurance. Celerity Achernar Charter School:

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Shall comply with the requirements under ESSA for paraprofessionals to meet applicable State certification and licensure requirements. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

Teachers selected to insure that the needs of English Learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English.

All substitute teachers of core and college-preparatory classes will be appropriately credentialed.

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

Performance Evaluations

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

All 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 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. Results of formal and informal observations and recommendations will be placed in the classified employee’s personnel file.
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.

Compensation and Benefits

Salary Schedule
The Chief Executive Officer of the Corporation, in consultation with the school’s Board of Directors, will develop a competitive salary scale for the school. This salary scale will be informed by the salary schedule of Compton Unified School District, the salaries of leading private and charter schools in Compton and surrounding communities, and best practices in salary schedules among charter schools nationally.

Administrative and executive staff salaries will be based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee.

A comprehensive benefits package (medical, dental and vision) will be included as part of each full-time employee’s compensation.

Work Calendar
Each staff member will work the number of days agreed upon in his/her individual work agreement, which will address the following:
- Salaries
- Details related to holidays, illness, personal days, vacation, and bereavement
- Determination of full-time or part-time status
- Employee discipline procedures and the employee’s due process rights for appealing disciplinary action

Celerity Achernar Charter School will adhere to applicable federal and state mandates, including:
- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)

Professional Standards
Celerity Achernar Charter School employees will be expected to engage in professional behavior with fellow employees, students, and parents.

Credential Monitoring
Appropriate records of credentials held by Celerity Achernar Charter School teachers and supporting documentation will be monitored and maintained by CEG. Credentials will be monitored by the CEG Human Resources administrator in compliance with state and federal law. A copy of the CEG employee handbook is included in the Appendix.
Element 6. Health and Safety

_Governing Law:_ 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. – Education Code Section 47605(b)(5)(F)

I. In order to provide safety for all students and staff, CEG has adopted and implemented health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts for all Celerity charter schools. As such, policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier; these policies may often be updated. A current copy of Celerity Achernar Charter School’s Comprehensive School Safety Plan is included in Appendix X.

The following is a summary of the health and safety policies for Celerity Achernar:

Procedures for Background Checks
Employees and contractors of Celerity Achernar Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit fingerprints to the California Department of Justice and receive a clear criminal record summary prior to commencing employment. Celerity Educational Group will monitor compliance with this policy. The Chief Executive Officer will monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

Celerity Achernar Charter School has designated and maintains at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Role of Staff as Mandated Child Abuse Reporters
All employees will be mandated child abuse reporters and will follow all applicable reporting laws. Celerity Achernar Charter School adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. In addition, Education Code section 44691, amended effective January 1, 2015, imposes new requirements on charter schools to provide training for their employees and others acting on their behalf who are mandated reporters. Celerity Achernar Charter School has developed a process for these employees who are mandated reporters to provide proof that they have completed this training within six weeks of the first day of each school year or their first day of employment. Every employee or other person who works on behalf of the school and who is a mandated reporter will undergo annual training using the new online training module provided by the California Department of Social Services (CDSS). The school shall collect and maintain certificates of completion for mandated reporters.
TB Testing
Celerity Achernar Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations
Celerity Achernar Charter School will adhere to all laws related to legally required immunizations for entering students, to the same extent as would apply if the pupils attended non-charter public school, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Celerity Charter School shall adhere to the new law regarding immunizations (Senate Bill 277) to the extent applicable (effective January 1, 2016).

CPR/First Aid Training
All employees should be CPR/First Aid trained before the end of their first year of employment.

Medication in School
Celerity Achernar Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis
Celerity Achernar Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. The charter school will provide screening for pupils’ vision, hearing and scoliosis to the same extent as would apply if the pupils attended non-charter public school.

Oral Health Examinations
Celerity Achernar Charter School will require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

Emergency Preparedness
Celerity Achernar Charter School will adhere to the school’s Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood Borne Pathogens
Celerity Achernar Charter School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Celerity Achernar Charter School has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV’”). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.
Drug Free/Alcohol Free/Smoke Free Environment
Celerity Achernar Charter School will maintain a drug, alcohol and tobacco free workplace.

Integrated Complaint and Investigation Procedure
Celerity Achernar Charter School will utilize the Corporation’s uniform complaint procedure to centralize complaints and concerns coming into the school. Under the direction of the Board, the Principal will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Sexual Harassment Policies and Procedures
Celerity Achernar Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Celerity Achernar Charter School will have policies and procedures in place to prevent and immediately remediate any concerns about sexual discrimination or harassment at Celerity Achernar Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Celerity Achernar Charter School’s sexual harassment policy.

School Facility Safety
If approved, Celerity Achernar Charter School proposes to lease Compton Unified School District Facilities located at 310 E. El Segundo Blvd. Compton, CA 90222 through a non-Proposition 39 alternative facility lease agreement that is coterminous with the charter petition. Celerity Achernar Charter School waives its rights to Prop 39. The easing of this facility allows for the continued support of CUSD union staffed positions. Over the past five years, Celerity has enjoyed a collaborative relationship with CUSD for Celerity’s lease of this facility for the Celerity Sirius charter school. We believe Celerity has been a good steward of the facility for the benefit of Compton’s students, and CUSD has promptly responded to all our concerns and helped ensure safe facilities for our charter school children. This partnership has also allowed for the continued support of CUSD union staffed positions. Celerity anticipates that the enrollment for the CUSD charter would be a continuation of the current enrollment of the Sirius charter.

Celerity Achernar Charter School will also comply with all applicable federal environmental laws. Celerity Achernar Charter School will comply with Education Code Section 47610 in that these facilities are compliant with the Field Act. Celerity Achernar Charter School agrees to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at the district facilities it occupies to ensure that they are maintained in an operable condition at all times. Celerity Achernar Charter School will conduct fire drills as required under Education Code Section 32001. Celerity Achernar Charter School will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a). Charter School will comply with Health and Safety Code section 118600 regarding single-user toilet facilities to the extent applicable.
Element 7. Non-discrimination - Racial and Ethnic Balance

**Governing Law:** 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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Figure 7.1-Ethnic Population of Students in CUSD vs. Celerity Achernar 2014-2015

<table>
<thead>
<tr>
<th></th>
<th>Compton Unified School District</th>
<th>Celerity Achernar Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>22,106</td>
<td>471</td>
</tr>
<tr>
<td>% African American</td>
<td>19</td>
<td>47</td>
</tr>
<tr>
<td>% Latino</td>
<td>79</td>
<td>52</td>
</tr>
<tr>
<td>% Other</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Celerity Achernar Charter School anticipates that the enrollment for this CUSD-approved charter would be a continuation of the current enrollment of the Sirius charter, with no net loss of enrollment or revenue for CUSD. As such, Celerity Achernar Charter School will continue to make 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 the District. Celerity Achernar Charter School will continue to conduct orientation meetings year round to inform interested parents and students on what the school has to offer. Open houses and school tours will be conducted on a regular basis during the school year as well. Celerity Achernar Charter School will use data collected annually via the CALPADS Fall 1 report as benchmarks to measure whether the school’s racial and ethnic balance is reflective of Compton Unified School District.

**Recruitment Plan**
Immediately upon authorization, Celerity Achernar Charter School will implement a recruitment campaign in the following manner:

- Presentations and information distribution at community centers such as Gonzales Park Siler Community Center, Wilson Park Community Center, Lourdes Park Community Center, Head Start locations and other pre-school and child care centers, local churches and other faith based organizations.
- Additional presentations and information distributions at community events, in meeting rooms at the AC Bilbrew and Compton Public Libraries, social service agencies such as the Salvation Army and at food giveaways, park and recreation centers such as Roy Campanella and Cressey Parks, local businesses and grocery stores.
- House meetings at the homes of parent volunteers in the community.
Advertisements in local newspapers such as the Compton Bulletin and the Long Beach Carson Compton Times as well as the Pennysaver.

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

We expect that this targeted outreach will continue to help us achieve the goal of reflecting the general population residing in the district.

Target Community
Celerity Achernar Charter School will specifically serve families in Compton Unified School District. Celerity has developed promotional materials, in both English and Spanish, such as a school brochure and flyers which describe Celerity’s educational philosophy and the benefits of attending a Celerity school, which will be distributed by employees and parent volunteers at pre-schools, parks, super markets, churches, libraries, day care centers, community group meetings and other locations listed above within the following geographic boundaries: The 105 Freeway to the North and the 91 Freeway to the South; The 710 Freeway to the East and S. Avalon to the West. The school will also regularly publish ads in local newspapers in English and Spanish.
Element 8: Admission Requirements

**Governing Law:** Admission requirements, if applicable. *Education Code Section 47605(b)(5)(H).*

**Mandatory Assurances**

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all pupils who wish to attend Celerity Achernar Charter School, and who submit a timely application; unless Celerity Achernar Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing, in accordance with Education Code §47605 (d)(2) and all federal requirements. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School will be a school of choice, and in compliance with Education Code Section 47605(f), no student will be required to attend the Celerity Achernar Charter School over the objections of his/her legal guardian. Admission shall not be determined based on the place of residence of the pupil or of his her parent or guardian.

- Celerity Achernar Charter School will adhere to The Family Educational Rights and Privacy Act (FERPA), HIPAA and all other applicable state and federal laws regarding the confidentiality of pupil record information (e.g. records will be kept in locked cabinets, access to records will be restricted to appropriate personnel per legal requirements).

**Parent(s)/guardian(s) will be encouraged to attend an orientation meeting with their child(ren) to understand the school’s vision and policies, including the Family Agreement. Celerity Achernar students will be asked to complete an application form during the open enrollment period. In the event that more students wish to attend the Charter School***
than its capacity allows, Celerity Achernar will hold a public random drawing for admission. Students who are admitted to Celerity Achernar either through open enrollment or the lottery will complete a school enrollment form and be asked to review and sign the Family Agreement after admission. A parent’s decision not to sign the Family Agreement does not impact admission. In accordance with Education Code section 49076.7(b), added by AB 2097 (2016), Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

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 may 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 Study Island assessments at home.

A parent’s inability to complete the volunteer hours shall 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 in notes from teachers.

Celerity Achernar Charter School will make available enrollment forms in Spanish and English. Please see Appendix XI for sample enrollment forms. Celerity Achernar Charter School will adhere to The Family Educational Rights and Privacy Act (FERPA), HIPAA and all other applicable state and federal laws regarding the confidentiality of pupil record information (e.g. records will be kept in locked cabinets, access to records will be restricted to appropriate personnel per legal requirements). Celerity Achernar Charter School will not discriminate against any student on the basis of race or ethnicity, nationality, gender, gender identity, gender expression, disability, 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.

Public Random Drawing
Celerity Achernar Charter School will accept applications for enrollment via email, fax, and United States mail or in person. If the number of applicants exceeds the number of openings in a grade level, a single annual random selection process (lottery) shall be conducted in accordance with Education Code section 47605(d)(2) and all federal requirements. In accordance with California and federal law and regulation, once enrolled, a student need not participate in the lottery again for subsequent years, and siblings of enrolled students will be exempt from the lottery and be offered admission. In the lottery, as required by California law, preference (higher weighting) will be given to students who reside within the boundaries of the District. Students residing in other school districts may also submit lottery application forms.

Lottery Process Communication
The school will designate an open enrollment deadline and only those applications received prior to the deadline will be included in the public random drawing. Public notice will be posted on the school’s website and in the school’s lobby regarding the date, time and location of the
public drawing once the open enrollment deadline date has passed. The lottery will be conducted in the evening 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 selected via the random drawing will be placed on a waiting list in the order in which their names are selected during the public random drawing. 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 within two days in order to secure admission.

Method to Verify Fair Lottery Procedures
Celerity Achernar 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 will ordinarily be from mid-January through mid-February. Exact dates will be determined and posted annually. Families have a month to submit lottery forms. The public random drawing will occur during the third week in February. For the first year of operation, Celerity anticipates that the enrollment for the CUSD charter would be a continuation of the current enrollment of the Sirius charter.

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 and Record Keeping
The school will keep on file a list of all student names entered into the drawing, original applications for enrollment, and lists 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 for a period of one year.
Element 9. Independent Financial Audit

_Governing Law:_ 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. _Education Code Section 47605(b)(5)(I)._ 

An annual independent financial audit of the books and records of Celerity Achernar Charter School will continue to be conducted as required by Education Code Sections 47605(b)(5)(I). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Board of Directors of Celerity Education Group will hire and oversee a Certified Public Accountant (CPA) with experience in educational institution audits and approved by the State Controller on its published list as an educational audit provider, to conduct annual, independent financial audits. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The independent public accountant will prepare the necessary audit report to be submitted to our board of directors, the District, the County Superintendent of Schools, California Department of Education, and the State Controller. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by the District. The Chief Executive Officer and the Chief Financial Officer address any audit findings and/or resolve any audit exceptions in a timely manner. The committee will report their recommended corrective action 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 District and County 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 District and the County by December 15th following the close of each fiscal year. Audit exceptions must be resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.
Element 10. Student Suspension and Expulsion Policy and Procedures

_Governing Law:_ The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Celerity Achernar Charter School’s policy and procedures for student suspension and expulsion, it will be periodically reviewed, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Celerity Achernar Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.
Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to (1) a school activity, (2) school attendance occurring at Charter School or at any other school, or (3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: 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.

Enumerated 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, sold 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) 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 pre-initiation 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, threatened 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. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold or furnished a firearm.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance.
   d) Committed or attempted to commit a sexual assault or committed a sexual battery.
   e) Possessed an explosive.

3. 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, sold 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 pre-initiation 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, threatened 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).

4. Non-Discretionary 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) Possessed, sold or otherwise furnished a firearm.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery.

   e) Possessed an explosive.

   i. In the case of possession of any objects listed above, the student will not be automatically expelled if the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

   ii. If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure
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, 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 the suspension, an administrator 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. 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. 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: 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.

Authority to Expel
A student may be expelled either by the CEG Board following a hearing before it or by the CEG Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
**Expulsion Procedures**

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 designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to CEG Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded 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;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School’s disciplinary rules which relate to the alleged violation;
4. 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;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

**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 that shall be examined only by the School or the hearing officer. 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 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 recommendation by the Administrative Panel to expel
must be supported by substantial evidence that the student committed an expellable offense.
Findings of fact 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 Board, Panel or designee 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 and a
written recommendation to the Board who will make a final determination regarding the
expulsion. The final decision by the Board shall be made within ten (10) school days following
the conclusion of the hearing. The Decision of the Board is final.

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

Written Notice to Expel
The Principal or designee following a decision of the Board to expel shall send written notice
of the decision to expel, including the Board's adopted findings of fact, to the student or
parent/guardian. This notice shall also include the following: Notice of the specific offense
committed by the student; and 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.

The Principal or designee shall send a copy of the written notice of the decision to expel to the
District. This notice shall include the following: a) The student's name b) The specific
expellable offense committed by the student.
Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal
The pupil shall have no right of appeal from expulsion from Celerity Achernar Charter School as CEG Board’s decision to expel shall be final.

Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the District of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans
Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA:
The School shall immediately notify the SELPA, and coordinate the procedures in this policy with the SELPA, when considering the discipline of any student with a disability or student who the School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension:
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional
behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination:
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals:
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child
or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. Special Circumstances:
School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:
   a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting:
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services:
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
   a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
   b) The parent has requested an evaluation of the child.
c) The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
Element 11: Employee Retirement Systems

**Governing Law:** 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. Education Code Section 47605(b)(5)(K).

**State Teachers Retirement Systems (STRS)**
All certificated employees participate in the STRS. The HR administrator will work directly with the District and Los Angeles County Office of Education as appropriate to forward in a timely fashion any required payroll deductions and related data. The Chief Executive Officer will keep on file documentation that STRS contributions have been made to the State of California.

**Public Employees' Retirement System**
At this time, Celerity Achernar Charter School will not participate in the Public Employees Retirement System. All non-certificated employees participate in Social Security. 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. The Board of Directors of the Celerity Educational Group does reserve the option to have its non-certified employees participate in the Public Employees Retirement System. If the Board exercises this option, the HR administrator shall work directly with the District and the Los Angeles County Office of Education as appropriate to forward in a timely fashion any required payroll deductions and related data. The Chief Executive Officer will keep on file documentation that PERS contributions have been made to the State of California.

**Social Security**
All non-certificated employees will contribute to Social Security according to Federal and State laws with Celerity Achernar Charter School contributing at the rates prescribed by law.
Element 12. Public School Attendance Alternatives

_Governing Law:_ The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No student will be required to attend the Charter School. Pupils who reside within the District who choose not to attend Celerity Achernar Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district policies.

Parents or guardians of each pupil enrolled in Celerity Achernar Charter School are informed on admissions forms that the pupil has no right to admission in a particular school of a local education agency as a consequence of enrollment in Celerity Achernar Charter School, except to the extent that such a right is extended by the local education agency.
Element 13. Employee Return Rights

_Governing Law: 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. Education Code Section 47605(b)(5)(M)._

No public school district employee shall be required to work at the Charter School. Persons employed by Celerity Achernar Charter School are not considered employees of the District for any purpose whatsoever. Employee return rights to the School District will be determined by the District’s policies and procedures and applicable collective bargaining agreements.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Celerity Achernar Charter School. Employment by Celerity Achernar Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Celerity Achernar Charter School.
Element 14. Dispute Resolution

_Governing Law:_ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. _Education Code Section 47605(b)(5)(N)._  

In the event any dispute arises between the Charter School and the District, both parties agree to use the procedure stated herein, except as to a revocation of the school’s charter governed by the procedures in the law and regulations.  

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.  

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.  

In the event of a dispute between the Charter School and the District, the party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with _Education Code Section 47607_, the Charter School requests that this shall be noted in the written identification of the issue, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with _Education Code Section 47607_.  

Both parties will attempt to settle a dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 days of the date of the written response. The CEO and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the written response. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the CEO of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the written response.  

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO. Mediation shall be held within sixty business days of receipt of the written response. The costs of the mediator shall be split equally between the District and CEG. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.
Element 15: Closure Protocol

*Governing Law:* 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. Education Code Section 47605(b)(6).

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of Celerity Achernar Charter School, the District, the Los Angeles County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Celerity Achernar Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District or County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District or County to store original records of Charter School students. All records of the School shall be transferred to the District or County upon School closure. If the District or County will not or cannot store the records, Celerity Achernar Charter School shall work with the District or County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Celerity Achernar Charter School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of CEG and shall, if necessary, be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CEG shall remain solely responsible for all liabilities arising from the operation of Celerity Achernar Charter School.

As Celerity Achernar Charter School will be operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
REQUIRED SUPPLEMENTAL INFORMATION

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget and Financial Reporting

_Governing Law:_ The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix IV, please find the following documents:

- A projected current 5-year budget
- Budget assumptions

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Budgets and Financial Policies

Celerity Achernar Charter School finances will be managed to best meet student needs by efficient use of resources and effective financial systems and controls. Celerity Educational Group Board of Directors will approve all budgets, after recommendations by the Celerity Achernar Charter School Advisory Board and Chief Executive Officer. The Board will review summary financial reports as well as detailed reports for Celerity Achernar Charter School, including monthly cash flow. All purchases and salary payments with Celerity Achernar Charter School funds must be approved by the Principal and have the necessary documentation (i.e. packing slips, timesheets) in order to be processed. The Principal will be provided a monthly budget report which (s)he will review for any discrepancies with Celerity Achernar
Charter School records. The financial and management practices of Celerity Achernar Charter School will be reviewed quarterly and during the audit process, and will be updated as needed to ensure sound practice.

**Process for Investment Procedures and Deposit of Funds**
The CEG Board sets investment policies and the Chief Executive Officer is responsible for executing those policies.

**Procedure for Ensuring Adequate Cash Flow**
CEG will contract with an arms-length vendor to provide back office services through an open request for proposal (RFP) process, but CEG reserves the right to contract with another provider if it so chooses. CEG’s back office services provider will prepare monthly cash flow statements comparing actual cash flow to budget, and will make presentations to the CEG Board and highlight cash flow concerns at these presentations.

**Cash and Revenue Flow**
Celerity Achernar Charter School will be a directly funded charter school. Funds still flowing through the District or County will be transferred via journal voucher entry, in a timely manner. Warrants are to be payable to Celerity Achernar Charter School.

**Balanced Budget**
Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the Board of Directors.

Celerity Achernar Charter School will utilize site-based budgeting to 1) allow the direction of spending priorities in order to provide leverage for fundamental change 2) link budget to student outcomes and 3) make budgeting program-driven instead of formula-driven. Celerity Achernar will submit a balanced budget (see attached budgets), based upon projected enrollment and revenues, to the District on a yearly basis.

**Insurance**
The Charter School shall maintain and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

**Administrative Services**
*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g)*

Administrative Services
CEG will provide central administrative services to the Charter School in-house and through arms-length vendors and contractors, including budgeting/forecasting, accounts set-up (insurance, benefits, attendance tracking), personnel transactions, accounting and payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing, in accordance with the laws that govern school business practices. CEG reserves the right to contract with other providers if it so chooses. The Celerity Educational Group Board has implemented systems and procedures for the CEG Board to regularly monitor, review and evaluate services provided by vendors, and will monitor adherence to the charter process and the law. Celerity Educational Group will ensure that the accounting system for Celerity Charter School will follow generally accepted accounting principles.

Celerity Educational Group currently operates 7 schools servicing over 3,500 students. As a result, CEG has developed the internal capacity to effectively and efficiently administer and manage the business services and operations for Celerity Achernar Charter School. Please refer to Appendices 9 & 10 for resumes of the CEG Board and leadership team. CEG also develops the capacity of the individual school Principal to understand and manage local school site business administration. CEG works with school principals to ensure processes and procedures are in place at the local school site to coordinate with CEG’s management of the school in alignment with applicable legal deadlines.

Facilities

_Governing Law:_ The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. _Education Code Section 47605_(g).

If approved, Celerity Achernar Charter School proposes to lease Compton Unified School District Facilities located at the former Willard Elementary site (310 E. El Segundo Blvd. Compton, CA 90222) through a non-Proposition 39 alternative facility lease agreement. Over the past five years, Celerity has enjoyed a collaborative relationship with CUSD for Celerity’s lease of this facility for the Celerity Sirius charter school. We believe Celerity has been a good steward of the facility for the benefit of Compton’s students, and CUSD has promptly responded to all our concerns and helped ensure safe facilities for our charter school children. This partnership has also allowed for the continued support of CUSD union staffed positions. Celerity anticipates that the enrollment for the CUSD charter would be a continuation of the current enrollment of the Sirius charter.

Transportation

Celerity Achernar Charter School shall not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

DISTRICT Oversight

The District will charge for the actual costs of supervisory oversight of Celerity Achernar not to exceed 1% of the LCFF Base Grant, Supplemental Grant, and Concentration Grant received by Celerity Achernar Charter School. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.
Food Service Program
Celerity Achernar will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

CONCLUSION

By approving the renewal of this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term to continue operation in July 2016.