Appendix I

Articles of Incorporation

IRS Letter of Determination

State of California
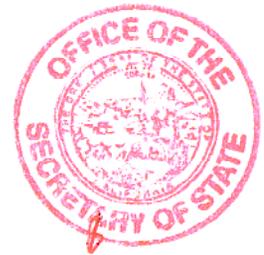
SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of ___3___ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 01 2004

Kevin Shelley

Secretary of State

OSP 03 80510

ARTICLES OF INCORPORATION

OF

CELERITY EDUCATIONAL GROUP

A California Nonprofit Public Benefit Corporation

ARTICLE I.

NAME

The name of the corporation shall be Celerity Educational Group.

ARTICLE II.

PURPOSES AND POWERS

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

1. The specific purpose for which this Corporation is organized and operated shall include the following objects and purposes:

a. To serve at-risk children, youth and their families by establishing and operating charter schools and by implementing programs and activities for at-risk children, youth and their families, including, without limitation, after school, evening and summer programs and other programs and activities; and

b. To have in furtherance of the foregoing purpose, all of the powers which are now, or may hereafter be, conferred upon corporations organized under the Nonprofit Public Benefit Corporation Law, and to do everything necessary, suitable, useful, proper, convenient or incidental to any one or more of the said objects or purposes and in carrying on its business, to do any and all things and exercise any and all powers which a natural person could do and exercise, or which it now or hereafter may be permitted to do by the laws of the State of California.

2. This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States internal Revenue Law). Notwithstanding any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), or (b) a corporation to which contributions are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).

3. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE III.

AGENT FOR SERVICE OF PROCESS

The name and address in the State of California for the initial agent for service of process of this corporation is:

Vielka McFarlane
13428 Maxella Avenue #191
Marina del Rey, CA. 90292

ARTICLE IV.

MEMBERS

This corporation has no members.

ARTICLE V.

DEDICATION AND DISSOLUTION

1. All corporate property is irrevocably dedicated to the purposes set forth in Article II. No part of the net earnings of this corporation shall ever inure to or for the benefit of or be distributable to any director, trustee, officer or other individual, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distribution in furtherance of the exempt purposes for which it was formed.

2. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax exempt status under Section 501(c)(3) of the Code.

Dated: October 25, 2004

Vielka McFarlane
Incorporator

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH   45201

DEPARTMENT OF THE TREASURY

Date: **APR 0 6 2006**

CELERITY EDUCATIONAL GROUP
C/O VICTORIA LIN
7 PARK CENTER DR
SACRAMENTO, CA 95825-0000

Employer Identification Number:
 20-1782192
DLN:
 17053333107005
Contact Person:
 DAN W BERRY   ID# 31122
Contact Telephone Number:
 (877) 829-5500
Accounting Period Ending:
 June 30
Public Charity Status:
 170(b)(1)(A)(ii)
Form 990 Required:
 Yes
Effective Date of Exemption:
 November 1, 2004
Contribution Deductibility:
 Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax
exempt status we have determined that you are exempt from Federal income tax
under section 501(c)(3) of the Internal Revenue Code. Contributions to you are
deductible under section 170 of the Code. You are also qualified to receive
tax deductible bequests, devises, transfers or gifts under section 2055, 2106
or 2522 of the Code. Because this letter could help resolve any questions
regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified
as either public charities or private foundations. We determined that you are
a public charity under the Code section(s) listed in the heading of this
letter.

Please see enclosed Information for Exempt Organizations Under Section
501(c)(3) for some helpful information about your responsibilities as an exempt
organization.

Letter 947 (DO/CG)

CELERITY EDUCATIONAL GROUP

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,
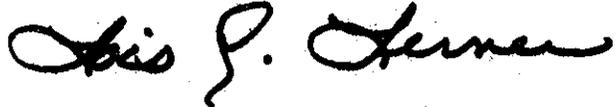
Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

CELERITY EDUCATIONAL GROUP

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at www.irs.gov, and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500 between 8:30 a.m. - 5:30 p.m. Eastern time.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE Customer Account Services Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve your organization, provide the Customer Account Services Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than $25,000.

If your gross receipts are normally between $25,000 and $100,000, and your total assets are less than $250,000, you may file Form 990-EZ. If your gross receipts are over $100,000, or your total assets are over $250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below $25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you

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CELERITY EDUCATIONAL GROUP

are exempt from these requirements.

UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than $1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.

2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.

3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

CONTRIBUTIONS OF $250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of $250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by

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CELERITY EDUCATIONAL GROUP

providing a written statement listing any cash contribution or describing any donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

CONTRIBUTIONS OF MORE THAN $75 AND
CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of $75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than $75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds $75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be

CELERITY EDUCATIONAL GROUP

found in the instructions for Form 990 and Form 990-EZ, or you may call our toll free number to obtain additional information on how to correct and report this transaction.

EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than $100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

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CELERITY EDUCATIONAL GROUP

The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

Appendix II

Assurances

Celerity Educational Group

The school agrees that the student composition will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at the school continues to reflect that of the overall school community.

Vielka McFarlane
CEO

Enrollment

Celerity Educational Group agrees to enroll the requisite number of students from the attendance area established by the district. It is our intent to give enrollment priority to students from impacted campuses that the new school facility is intended to relieve. We will work with the district to ensure that all designated students living within the attendance area be served first and foremost.

In the event that the capacity of the school is not met and there are available seats that are not filled by students living within the attendance area, a process will be established to fill those seats via a public lottery. The lottery will be open to any student living outside of the attendance area that has expressed an interest in attending the school. The lottery process and date will be established during the implementation phase.

Vielka McFarlane
CEO

Celerity Educational Group

Assurances

Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy.

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

Vielka McFarlane
CEO

Appendix III

Audit

CELERITY EDUCATIONAL GROUP

INDEPENDENT AUDITORS' REPORT

FOR THE YEAR ENDED

JUNE 30, 2009

CELERITY EDUCATIONAL GROUP

INTRODUCTORY SECTION

JUNE 30, 2009

CELERITY EDUCATIONAL GROUP
TABLE OF CONTENTS
JUNE 30, 2009

CELERITY EDUCATIONAL GROUP

FINANCIAL SECTION

JUNE 30, 2009

INDEPENDENT AUDITORS' REPORT

Board of Directors
Celerity Educational Group
Los Angeles, California

We have audited the accompanying statement of the financial position of Celerity Educational Group, a Nonprofit Public Benefit Corporation, as of June 30, 2009, and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of Celerity Educational Group's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Celerity Educational Group as of June 30, 2009, and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated November 24, 2009, on our consideration of Celerity Educational Group's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards*, and important for assessing the results of our audit.

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Our audit was conducted for the purpose of forming an opinion on the basic financial statements of Celerity Educational Group taken as a whole. The accompanying schedule of expenditures of federal awards is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations* and the supporting schedules listed in the Table of Contents are presented for purposes of additional analysis, and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Hosaka, Nagel & Company

San Diego, California
November 24, 2009

CELERITY EDUCATIONAL GROUP
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009

ASSETS

	Main Office	Nascent	Dyad	Troika	Elimination	TOTAL
Current Assets						
Cash	$ 1,780,542	$ 88,678	$ 50,343	$ 7,566	$ -	$ 1,927,129
Accounts Receivable	-	1,533,594	808,863	266,337	-	2,608,794
Interfund Receivables	255,450	832,967	-	7,962	(1,096,379)	-
Deposits	-	-	-	30,900	-	30,900
Other Current Assets	(428)	24,061	(1,633)	18,188	-	40,188
Total Current Assets	2,035,564	2,479,300	857,573	330,953	(1,096,379)	4,607,011
Noncurrent Assets						
Property and Equipment (Net of Depreciation)	-	378,255	735,541	2,970	-	1,116,766
Total Noncurrent Assets	-	378,255	735,541	2,970	-	1,116,766
TOTAL ASSETS	$ 2,035,564	$ 2,857,555	$ 1,593,114	$ 333,923	$ (1,096,379)	$ 5,723,777

LIABILITIES AND NET ASSETS

	Main Office	Nascent	Dyad	Troika	Elimination	TOTAL
Current Liabilities						
Accounts Payable	$ 149,730	$ -	$ -	$ -	$ -	$ 149,730
Interfund Payables	-	-	1,096,379	-	(1,096,379)	-
Accrued Expenses	146,995	3,113	1,982	(75)	-	152,015
Notes Payable - Current Portion	-	67,038	-	-	-	67,038
Total Current Liabilities	296,725	70,151	1,098,361	(75)	(1,096,379)	368,783
Long-Term Liabilities						
Notes Payable (Net of Current Portion)	-	282,875	-	-	-	282,875
Total Long-Term Liabilities	-	282,875	-	-	-	282,875
Total Liabilities	296,725	353,026	1,098,361	(75)	(1,096,379)	651,658
Net Assets						
Unrestricted	1,738,839	2,504,529	494,753	333,998	-	5,072,119
Total Net Assets	1,738,839	2,504,529	494,753	333,998	-	5,072,119
TOTAL LIABILITIES AND NET ASSETS	$ 2,035,564	$ 2,857,555	$ 1,593,114	$ 333,923	$ (1,096,379)	$ 5,723,777

The notes to the financial statements are an integral part of the statement.

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CELERITY EDUCATIONAL GROUP
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009

UNRESTRICTED NET ASSETS

	Main Office	Nascent	Dyad	Troika	TOTAL
Support					
State Aid General Purpose Funding	$ -	$ 2,399,370	$ 1,046,070	$ 395,190	$ 3,840,630
State Categorical Block Grant	-	455,959	180,789	74,583	711,331
Class Size Reduction	-	270,539	107,100	59,818	437,457
In Lieu of Property Taxes	-	745,174	328,781	124,220	1,198,175
State Lottery	-	76,803	18,263	26,427	121,493
After School Education and Safety Program	-	135,000	-	-	135,000
Special Education	-	343,834	151,704	57,317	552,855
Interest Income	35,475	-	-	-	35,475
Federal Revenues	-	954,481	305,790	135,317	1,395,588
Other State Revenue	-	1,628,564	667,514	276,122	2,572,200
Other Local Revenue	25,237	3,469	-	49	28,755
Total Support	60,712	7,013,193	2,806,011	1,149,043	11,028,959
Expenses					
Program Service					
Education	78,998	4,632,973	2,071,381	1,110,513	7,893,865
Support Services					
Management and General	501,365	534,905	242,083	157,688	1,436,041
Total Expenses	580,363	5,167,878	2,313,464	1,268,201	9,329,906
Excess of Support Over (Under) Expenses	(519,651)	1,845,315	492,547	(119,158)	1,699,053
Other Financing Sources (Uses)					
Operating Transfers In	2,337,862	-	-	119,158	2,457,020
Operating Transfers (Out)	(119,158)	(1,845,315)	(492,547)	-	(2,457,020)
Total Other Financing Sources (Uses)	2,218,704	(1,845,315)	(492,547)	119,158	-
Increase in Unrestricted Net Assets	1,699,053	-	-	-	1,699,053
Increase in Net Assets	1,699,053	-	-	-	1,699,053
Net Assets - Beginning	39,786	2,504,529	494,753	333,998	3,373,066
Net Assets - Ending	$ 1,738,839	$ 2,504,529	$ 494,753	$ 333,998	$ 5,072,119

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP - MAIN OFFICE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services		Support Services		
	Education	Total Program Services	Management and General	Total Support Services	Total
Compensation and Related Expenses					
Salaries - Certificated	$ -	$ -	$ 196,951	$196,951	$196,951
Salaries - Classified	-	-	123,032	123,032	123,032
Employee Benefits	54,912	54,912	6,159	6,159	61,071
Total Compensation and Related Expenses	54,912	54,912	326,142	326,142	381,054
Books and Supplies	1,039	1,039	403	403	1,442
Travel and Conferences	-	-	8,937	8,937	8,937
Dues and Memberships	-	-	25	25	25
Insurance	-	-	19,760	19,760	19,760
Operation and Housekeeping Services	5,063	5,063	823	823	5,886
Pupil Transportation	78	78	-	-	78
Educational Consultants	10,000	10,000	-	-	10,000
Instructional Consultants	71	71	-	-	71
Communications	3,535	3,535	575	575	4,110
Professional/Consulting Services and					-
Operating Expenditures	4,300	4,300	144,700	144,700	149,000
TOTAL	$ 78,998	$ 78,998	$ 501,365	$501,365	$580,363

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP - NASCENT
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services		Support Services		
	Education	Total Program Services	Management and General	Total Support Services	Total
Compensation and Related Expenses					
Salaries - Certificated	$ 1,831,976	$ 1,831,976	$ -	$ -	$ 1,831,976
Salaries - Classified	191,529	191,529	121,138	121,138	312,667
Employee Benefits	411,236	411,236	39,828	39,828	451,064
Total Compensation and Related Expenses	2,434,741	2,434,741	160,966	160,966	2,595,707
Books and Supplies	587,600	587,600	83,796	83,796	671,396
Travel and Conferences	53,400	53,400	59,195	59,195	112,595
Dues and Memberships	-	-	4,966	4,966	4,966
Insurance	-	-	9,011	9,011	9,011
Operation and Housekeeping Services	149,343	149,343	30,328	30,328	179,671
Rental, Leases, and Repairs	174,213	174,213	28,361	28,361	202,574
Pupil Transportation	375	375	-	-	375
Educational Consultants	585,430	585,430	-	-	585,430
Instructional Consultants	72,538	72,538	-	-	72,538
Non-Instructional Consultants	-	-	61,954	61,954	61,954
Afterschool and Student Activity	8,051	8,051	-	-	8,051
Depreciation and Amortization	257,063	257,063	41,847	41,847	298,910
Communications	41,673	41,673	6,784	6,784	48,457
Interest	21,049	21,049	3,427	3,427	24,476
Professional/Consulting Services and Operating Expenditures	216,533	216,533	39,229	39,229	255,762
District Oversight	30,964	30,964	5,041	5,041	36,005
TOTAL	$ 4,632,973	$ 4,632,973	$ 534,905	$ 534,905	$ 5,167,878

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP - DYAD
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services		Support Services		
	Education	Total Program Services	Management and General	Total Support Services	Total
Compensation and Related Expenses					
Salaries - Certificated	$ 770,096	$ 770,096	$ -	$ -	$ 770,096
Salaries - Classified	33,448	33,448	39,812	39,812	73,260
Employee Benefits	164,160	164,160	15,229	15,229	179,389
Total Compensation and Related Expenses	967,704	967,704	55,041	55,041	1,022,745
Books and Supplies	249,492	249,492	27,460	27,460	276,952
Travel and Conferences	7,183	7,183	17,587	17,587	24,770
Dues and Memberships	-	-	2,611	2,611	2,611
Insurance	-	-	1,824	1,824	1,824
Operation and Housekeeping Services	47,838	47,838	13,286	13,286	61,124
Rental, Leases, and Repairs	197,127	197,127	32,091	32,091	229,218
Pupil Transportation	-	-	-	-	-
Educational Consultants	186,547	186,547	-	-	186,547
Instructional Consultants	36,773	36,773	-	-	36,773
Non-Instructional Consultants	-	-	30,796	30,796	30,796
Afterschool and Student Activity	8,642	8,642	-	-	8,642
Depreciation and Amortization	210,855	210,855	34,325	34,325	245,180
Communications	10,056	10,056	1,636	1,636	11,692
Professional/Consulting Services and Operating Expenditures	135,785	135,785	23,248	23,248	159,033
District Oversight	13,379	13,379	2,178	2,178	15,557
TOTAL	$ 2,071,381	$ 2,071,381	$ 242,083	$ 242,083	$ 2,313,464

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP - TROIKA
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services		Support Services		
	Education	Total Program Services	Management and General	Total Support Services	Total
Compensation and Related Expenses					
Salaries - Certificated	$ 352,839	$ 352,839	$ -	$ -	$ 352,839
Salaries - Classified	23,658	23,658	35,920	35,920	59,578
Employee Benefits	78,955	78,955	7,380	7,380	86,335
Total Compensation and Related Expenses	455,452	455,452	43,300	43,300	498,752
Books and Supplies	78,453	78,453	11,770	11,770	90,223
Travel and Conferences	5,535	5,535	8,494	8,494	14,029
Dues and Memberships	-	-	1,798	1,798	1,798
Insurance	-	-	939	939	939
Operation and Housekeeping Services	33,556	33,556	7,528	7,528	41,084
Rental, Leases, Repairs and Insurance	319,957	319,957	52,086	52,086	372,043
Educational Consultants	82,425	82,425	-	-	82,425
Instructional Consultants	12,308	12,308	-	-	12,308
Non-Instructional Consultants	-	-	11,457	11,457	11,457
Afterschool and Student Activity	1,816	1,816	-	-	1,816
Depreciation and Amortization	2,554	2,554	416	416	2,970
Communications	3,960	3,960	645	645	4,605
Professional/Consulting Services and Operating Expenditures	109,389	109,389	18,423	18,423	127,812
District Oversight	5,108	5,108	832	832	5,940
TOTAL	$ 1,110,513	$ 1,110,513	$ 157,688	$ 157,688	$ 1,268,201

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009

	Main Office	Nascent	Dyad	Troika	Elimination	TOTAL
Cash Flows From Operating Activities						
Increase in Net Assets	$ 1,699,053	$ -	$ -	$ -	$ -	$ 1,699,053
Adjustments to Reconcile Increase in Net Assets						
to Net Cash Provided by Operating Activities:						
Depreciation and Amortization	-	298,910	245,180	2,970	-	547,060
(Increase) Decrease in Operating Assets:						
Accounts Receivable	-	(835,031)	(717,405)	(187,310)	-	(1,739,746)
Interfund Receivables	(255,450)	798,972	-	251,784	(795,306)	-
Prepaid Expenses	50,743	45,000	-	-	-	95,743
Deposits	-	-	-	(30,900)		(30,900)
Other Current Assets	428	(24,061)	1,633	(18,188)	-	(40,188)
Increase (Decrease) in Operating Liabilities:						
Accounts Payable	(181,296)	-	-	-	-	(181,296)
Interfund Payables	(1,643,683)	-	848,377	-	795,306	-
Accrued Expenses	146,995	(46,384)	(5,037)	(10,790)	-	84,784
Net Cash Provided (Used) From Operating Activities	(183,210)	237,406	372,748	7,566	-	434,510
Cash Flows From Investing Activities						
(Increase) Decrease in:						
Purchase of Capital Assets	-	(82,225)	(322,405)	-	-	(404,630)
Net Cash (Used) in Investing Activities	-	(82,225)	(322,405)	-	-	(404,630)
Cash Flows From Financing Activities						
Loan Payments	-	(66,503)	-	-	-	(66,503)
Net Cash (Used) from Financing Activities	-	(66,503)	-	-	-	(66,503)
Net Increase (Decrease) in Cash	(183,210)	88,678	50,343	7,566	-	(36,623)
Cash - Beginning	1,963,752	-	-	-	-	1,963,752
Cash - Ending	$ 1,780,542	$ 88,678	$ 50,343	$ 7,566	$ -	$ 1,927,129

The notes to the financial statements are an integral part of the statement.

CELERITY EDUCATIONAL GROUP
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

The notes provided in the Financial Section of this report are considered an integral and essential part of adequate disclosure and fair presentation of this report. The notes include a summary of accounting policies and other necessary disclosure of pertinent matters relating to financial position and results of operations of Celerity Educational Group (the Organization). The notes express significant insight to the financial statements and are conjunctive to understanding the rationale for presentation of the financial statements and information contained in this report.

NOTE 1   - ORGANIZATION

NOTE 2   - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

        A.   Basis of Accounting
        B.   Basis of Presentation
        C.   Estimates
        D.   Fixed Assets
        E.   Deferred Revenue

NOTE 3   - CASH

NOTE 4   - ACCOUNTS RECEIVABLE

NOTE 5   - PROPERTY AND EQUIPMENT

NOTE 6   - NOTES PAYAB LE

NOTE 7   - TEMPORARILY RESTRICTED NET ASSETS

NOTE 8   - LEASES

NOTE 9   - EMPLOYEE RETIREMENT SYSTEMS

NOTE 10 - POST-EMPLOYMENT BENEFITS

NOTE 11 - EARLY RETIREMENT INCENTIVE PROGRAM

NOTE 12 - ACCRUED VACATION AND SICK LEAVE

NOTE 13 - DEFERRED COMPENSATION PLAN

NOTE 14 - JOINT POWERS AGREEMENT

NOTE 15 - RESERVES REQUIREMENTS

NOTE 1 - ORGANIZATION

Celerity Educational Group was incorporated on November 1, 2004, under the laws of the State of California's nonprofit public benefit corporation and the Organization was granted its charter in the year 2005 pursuant to the terms of the Charter Schools Act of 1992, as amended. A mutually agreeable agreement was entered into between the Organization and the Los Angeles Unified School District, regarding the legal and operational responsibilities of the Los Angeles Unified School District and the Organization. The mission of the Organization is to provide a school, Celerity Nascent Charter School, where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

On August 28, 2007, the Organization received two additional charters from the Los Angeles Unified School District. The two new charter schools, Celerity Dyad Charter School and Celerity Troika Charter School began operations in September of 2007.

The Organization is exempt from federal income tax under IRC Code Section 501(c)(3) and is engaged in no activity that would be subject to unrelated business income tax. Therefore, there is no provision for income taxes.

The Organization is a K-8 charter school and currently has three (3) locations in Los Angeles, California.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Basis of Accounting

The Organization maintains its financial records using the accrual method of accounting under which income is recognized when earned and expenses are recognized when the obligation is incurred.

B. Basis of Presentation

The Organization, in accordance with Statement of Financial Accounting Standards, SFAS 117, Financial Statements for Not-for-Profit Organizations, is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As of June 30, 2009, the Organization does not have any temporarily restricted net assets or permanently restricted net assets. It is also required to present a statement of cash flows.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

D. Fixed Assets

Fixed Assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives of 3 to 5 years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing $5,000 or more; all other assets are charged to expense in the year incurred. For additional information, see Note 5 - Property and Equipment.

E. Deferred Revenue

Deferred Revenue represents federal and state contract funds received, but not expended. These funds must be expended in accordance with the provisions of the contract to which they apply or refund if not expended under the terms of the contract. At June 30, 2009, the Organization did not have any Deferred Revenue.

NOTE 3 - CASH

Cash at June 30, 2009, consisted of the following:

Concentration of Risk:

Cash In Banks and on Hand $ 1,927,129

Cash balances held in banks and in revolving funds are insured up to $250,000 by federal agencies. At June 30, 2009, the Organization had $412,171 of uninsured funds.

NOTE 4 - ACCOUNTS RECEIVABLE

All of the Accounts Receivable are determined to be collectible; therefore, no provision for doubtful accounts has been established. The following are Accounts Receivable at June 30, 2009:

	Nascent	Dyad	Troika	Total
Federal Revenue	$ 74,007	$ 121,839	$ 58,457	$ 254,303
In Lieu of Property Taxes	35,076	-	-	35,076
State Aid General Purpose Funding	306,976	250,512	19,363	576,851
Categorical Block Grant	49,846	30,589	3,217	83,652
Class Size Reduction	88,529	33,253	16,950	138,732
State Lottery	159,600	11,590	20,265	191,455
Nutrition - State	1,785	935	410	3,130
Facilities Grant Revenue	189,211	187,867	70,980	448,058
Other State Revenue	628,564	172,278	76,695	877,537
TOTAL	$ 1,533,594	$ 808,863	$ 266,337	$ 2,608,794

NOTE 5 - PROPERTY AND EQUIPMENT

A schedule of changes in property and equipment, and accumulated depreciation for the year ended June 30, 2009, is as follows:

SUMMARY OF CHANGES IN PROPERTY AND EQUIPMENT

	Balance Beginning	Additions	Subtractions	Balance Ending
Buildings and Improvements	$ 1,070,675	$1,091,686	$ -	$ 2,162,361
Construction in Progress	687,056	-	687,056	-
Furniture & Equipment	81,952	-	-	81,952
TOTAL	$ 1,839,683	$1,091,686	$ 687,056	$ 2,244,313

SUMMARY OF CHANGES IN ACCUMULATED DEPRECATION

	Balance Beginning	Additions	Subtractions	Balance Ending
Buildings and Improvements	$ 563,700	$ 533,636	$ -	$ 1,097,336
Furniture & Equipment	16,787	13,424	-	30,211
TOTAL	$ 580,487	$ 547,060	$ -	$ 1,127,547

NOTE 6 - NOTES PAYABLE

On August 8, 2006, the Organization received a loan from the California Department of Education Charter School Revolving Loan Fund in the amount of $150,000. This loan amount is deducted from apportionments by the State Controller's office over a three (3) year period, beginning in the year ended June 30, 2007, this includes principal and interest payments with an interest rate of 4.91%.

On April 1, 2006, the Organization received a loan from the Raza Development Fund in the amount of $350,000. Monthly principal and interest payments of $3,049 will be made beginning April 1, 2006. The loan bears an interest rate of 6.50% per annum and matures on March 1, 2011.

June 30, 2008	Additions	Subtractions	June 30, 2009	Current Portion
$ 416,416	$ -	$ 66,503	$ 349,913	$ 67,038

Required payments of principal on the long-term notes payable as of June 30, 2009, including maturities, are as follows:

Year Ending June 30,	Principal	Interest	Total
2010	$ 67,038	$ 20,345	$ 87,383
2011	282,875	4,415	287,290
Thereafter	-	-	-
TOTAL	$ 349,913	$ 24,760	$ 374,673

NOTE 7 - TEMPORARILY RESTRICTED NET ASSETS

Temporarily Restricted Net Assets consists of entitlements received but not expended as of June 30, 2009.

At June 30, 2009, the Organization did not have any Temporarily Restricted Net Assets.

NOTE 8 - LEASES

Operating Leases

The Organization leases three (3) buildings and office equipment under lease arrangements for more than one year. The future minimum lease payments are as follows:

Year Ending June 30,	Lease Payments
2010	$ 761,946
2011	214,082
2012	214,834
2013	13,397
2014	841
Thereafter	-
TOTAL	$ 1,205,100

The Organization will receive no sublease rental revenues nor pay any contingent rentals associated with these leases. For the year ended June 30, 2009, the lease expense was $740,195.

Capital Leases

At June 30, 2009, the Organization was not obligated under any long-term capital lease arrangements

NOTE 9 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under employer defined benefit pension plan maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

Plan Description and Funding Policy

STRS

The Organization contributes to the State Teachers' Retirement Systems (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

NOTE 9 - EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2008-2009 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal years ending June 30, 2009, 2008 and 2007 were $244,446, $213,441, and $110,911 respectively, and equaled 100% of the required contributions for each year.

NOTE 10 - POST-EMPLOYMENT BENEFITS

For the year ended June 30, 2009, the Organization did not provide for any post-employment benefits.

NOTE 11 - EARLY RETIREMENT INCENTIVE PROGRAM

For the year ended June 30, 2009, the Organization did not provide an early retirement incentive program.

NOTE 12 - ACCRUED VACATION AND SICK LEAVE

At June 30, 2009, the Statement of Financial Position of the Organization does not reflect accrued vacation or sick leave. The Organization did not have either accrued vacation, sick leave, or the amounts were immaterial.

NOTE 13 - DEFERRED COMPENSATION PLAN

The Organization offers its employees a deferred compensation plan created in accordance with Internal Revenue Service Code Section 403(b). The plan, available to all employees, permits them to defer a portion of their salary until future years. The deferred compensation is not available to employees until termination, retirement, death, or unforeseeable emergency. The Organization does not make contributions to the plan but is an election of the employee to participate in the plan. Therefore, the fair market value of the plans assets at June 30, 2009, is not included in the Organization's financial statement.

NOTE 14 - JOINT POWERS AGREEMENT

The Organization entered into a Joint Powers Agreement (JPA) known as the "California Charter Schools Association Joint Powers Authority (CCSA-JPA)," a self insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the number organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm.

NOTE 15 - RESERVES REQUIREMENTS

The *California Code of Regulations,* Title 5, Section 15450, establishes standards for minimum reserves for all public charter schools and school districts in California. The Organization maintains this reserve within net assets at the highest requirement established by the *California Code of Regulations,* Title 5, Section 15450. Operating transfers have been excluded from the calculation of this reserve as they are reciprocal transactions as defined by the *California School Accounting Manual.*

CELERITY EDUCATIONAL GROUP

SUPPLEMENTARY INFORMATION SECTION

JUNE 30, 2009

CELERITY EDUCATIONAL GROUP
ORGANIZATION
JUNE 30, 2009

Celerity Educational Group consists of three Charter Schools: Celerity Nascent Charter School, Celerity Troika Charter School and Celerity Dyad Charter School.

Celerity Nascent Charter School (#716), is a K - 8 Charter School and was granted its charter by the Los Angeles Unified School District on May 11, 2005, pursuant to the terms of the Charter School Act of 1992, as amended.

Celerity Dyad Charter School (#958), is a K - 6 Charter School and was granted its charter by the Los Angeles Unified School District on September 18, 2007, pursuant to the terms of the Charter School Act of 1992, as amended.

Celerity Troika Charter School (#961), is a K - 6 Charter School and was granted its charter by the Los Angeles Unified School District on September 19, 2007, pursuant to the terms of the Charter School Act of 1992, as amended.

The Board of Directors for the year ended June 30, 2009, was comprised of the following members:

Governing Board

Name	Office	Term and Term Expiration
Vielka McFarlane	President	September 1, 2010
Dana Walden	Member	September 1, 2012
Zenaida Jordan	Member	September 1, 2010
Myrtle Franklin	Member	September 1, 2010
Curt Hessler	Member	January 1, 2012

Administration

Name	Position
Vielka McFarlane	Executive Director
Miguel Portillo	Chief Financial Officer (CFO)

CELERITY EDUCATIONAL GROUP
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2009

Celerity Nascent

	Second Period Report		Annual Report	
	Resident	Non-Resident	Resident	Non-Resident
Kindergarten	50.71	1.38	51.11	1.52
Grades 1 through 3	199.75	10.03	196.94	9.93
Grade 4 through 6	160.58	6.59	156.45	6.39
Grades 7 and 8	137.71	0.98	134.91	0.98
TOTAL	548.75	18.98	539.41	18.82

Celerity Dyad

	Second Period Report		Annual Report	
	Resident	Non-Resident	Resident	Non-Resident
Kindergarten	48.67	0.00	48.38	0.00
Grades 1 through 3	99.28	1.00	99.48	0.99
Grade 4 through 6	101.54	0.00	101.87	0.00
TOTAL	249.49	1.00	249.73	0.99

Celerity Troika

	Second Period Report		Annual Report	
	Resident	Non-Resident	Resident	Non-Resident
Kindergarten	18.19	0.98	17.97	0.98
Grades 1 through 3	33.58	3.95	33.77	3.65
Grade 4 through 6	36.02	1.92	35.62	1.92
TOTAL	87.79	6.85	87.36	6.55

The Organization is 100% classroom based and generates no ADA from a full-time independent study program.

CELERITY EDUCATIONAL GROUP
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2009

Grade Level	1986-87 Minutes Requirements	1982-83 Actual Minutes	2008-2009 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	N/A	58,950	180	In Compliance
Grade 1	50,400	N/A	58,950	180	In Compliance
Grade 2	50,400	N/A	58,950	180	In Compliance
Grade 3	50,400	N/A	58,950	180	In Compliance
Grade 4	54,000	N/A	58,950	180	In Compliance
Grade 5	54,000	N/A	58,950	180	In Compliance
Grade 6	54,000	N/A	58,950	180	In Compliance
Grade 7	54,000	N/A	58,950	180	In Compliance
Grade 8	54,000	N/A	58,950	180	In Compliance

CELERITY EDUCATIONAL GROUP
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
Federal Programs:			
U.S. Department of Education Passed Through California Department of Education (CDE):			
Title I, Part A	84.010	14329	$ 193,020
IDEA Basic Local Assistance	84.027	13379	343,834
ARRA: SFSF	84.394	25008	312,183
ARRA	N/A	N/A	99,751
Title V, Part A	84.298A	14354	1,080
Total U.S. Department of Education			949,868
U.S. Department of Agriculture			
National School Lunch	10.555	13396	348,447
Total U.S. Department of Agriculture			348,447
Total Expenditures of Federal Awards			$ 1,298,315

NOTE 1 - BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Organization and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statement.

CELERITY EDUCATIONAL GROUP

OTHER INDEPENDENT AUDITORS' REPORTS SECTION

JUNE 30, 2009

ROY T. HOSAKA, C.P.A.
JAMES C. NAGEL, C.P.A.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Celerity Educational Group
Los Angeles, California

We have audited the financial statements of the Celerity Educational Group (the Organization) as of and for the year ended June 30, 2009, and have issued our report thereon dated November 24, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *control deficiency* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatement on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Organization's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Organization's financial statements that is more than inconsequential will not be prevented or detected by the Organization's internal control.

A *material weakness* is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Organization's internal control.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
*GOVERNMENT AUDITING STANDARDS***
Page 2

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Celerity Educational Group's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

This report is intended solely for the information and use of the management, Board of Directors, Audit/Finance Committee, Federal Awarding Agencies and pass-through entities, where applicable, and is not intended to be and should not be used by anyone other than these specified parties.

Hosaka, Nagel & Company

San Diego, California
November 24, 2009

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ROY T. HOSAKA, C.P.A.
JAMES C. NAGEL, C.P.A.

MEMBER
CALIFORNIA SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Directors
Celerity Educational Group
Los Angeles, California

Compliance

We have audited the compliance of the Celerity Educational Group (the Organization) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2009. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In our opinion, the Organization complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2009.

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REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
Page 2

Internal Control Over Compliance

The management of the Organization is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Organization's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *control deficiency* in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the management, Board of Directors, Audit/Finance Committee, Federal Awarding Agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Hosaka, Nagel & Company

San Diego, California
November 24, 2009

ROY T. HOSAKA, C.P.A.
JAMES C. NAGEL, C.P.A.

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Celerity Educational Group
Los Angeles, California

We have audited the financial statements of the Celerity Educational Group (the Organization), as of and for the year ended June 30, 2009, and have issued our report thereon dated November 24, 2009. Our audit was made in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Controller General of the United States; and the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The Organization's management is responsible for the Organization's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

Description	Number of Procedures	Procedures Performed
Class Size Reduction Program (including charter schools):		
General Requirements	7	Yes
Option One Classes	3	Yes
Option Two Classes	4	Not Applicable
District or Charter School with Only		
One School Serving K-3	4	Not Applicable
After School Education & Safety Program		
General Requirements	4	Yes
After School	4	Yes
Before School	5	Not Applicable

Description	Number of Procedures	Procedures Performed
Contemporaneous Records of Attendance		
For Charter Schools	1	Yes
Mode of Instruction for Charter Schools	1	Yes
Nonclassroom-Based Instruction/Independent Study		
For Charter Schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based		
Instruction, For Charter School	3	Not Applicable
Annual Instructional Minutes – Classroom Based		
For Charter Schools	3	Yes

The term "Not Applicable" is used above to mean either that the Organization did not offer the program during the current year or that the program applies only to a different type of local education agency.

Based on our audit, we found that, for the items tested, the Celerity Educational Group complied with the state laws and regulations referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the Celerity Educational Group had not complied with the state laws and regulations.

This report is intended solely for the information and use of the management, Board of Directors, Audit/Finance Committee, State Controller's Office, Department of Education, pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Hosaka, Nagel & Company

San Diego, California
November 24, 2009

CELERITY EDUCATIONAL GROUP

FINDINGS AND RECOMMENDATIONS SECTION

JUNE 30, 2009

CELERITY EDUCATIONAL GROUP
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2009

Section I -- Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: <u>Unqualified</u>

Internal control over financial reporting:
    One or more material weaknesses identified?   ____ Yes _X_ No
    One or more significant deficiencies identified that
      are not considered to be material weaknesses?   ____ Yes _X_ None Reported

Noncompliance material to financial statements noted?   ____ Yes _X_ No

Federal Awards

Internal control over major programs:
    One or more material weaknesses identified?   ____ Yes _X_ No
    One or more significant deficiencies identified that
      are not considered to be material weaknesses?   ____ Yes _X_ None Reported

Type of auditors' report issued on compliance for
    major programs: <u>Unqualified</u>

Any audit findings disclosed that are required to be
    reported in accordance with Circular A-133,
    Section 510(a)   ____ Yes _X_ No

Identification of major programs:

CFDA Number	Name of Federal Program
84.010	No Child Left Behind, Title I, Part A
84.394	State Fiscal Stablization Fund
10.555	National School Lunch

Dollar threshold used to distinguish between Type A
    and Type B programs: <u>$300,000</u>

Auditee qualified as low-risk auditee?   _x_ Yes ____ No

Section I -- Summary of Auditors' Results (Continued)

State Awards

Internal control over state programs:
One or more material weaknesses identified?   _____ Yes __X__ No

One or more significant deficiencies identified that
are not considered to be material weaknesses?   _____ Yes __X__ None Reported

Type of auditors' report issued on compliance for
state programs: __Unqualified__

Section II -- Financial Statement Findings

No matters were reported.

Section III -- Federal Award Findings and Questioned Costs

No matters were reported.

Section IV -- State Award Findings and Questioned Costs

No matters were reported.

CELERITY EDUCATIONAL GROUP
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
JUNE 30, 2009

Findings/Recommendations	Current Status	Explanation If Not Implemented
None	N/A	N/A

Appendix IV

Comparison Schools Data

School	Grades Served	Student Enrollment						API	AYP Goals	
									Adequate Yearly Progress (AYP)	
		Total	African American	Hispanic	Socio-Econ Disadv.	English Learner	Students with Disabilities		Met Criteria in 2009	PI Status
McKinley ES	K – 5th	922	16%	84%	92%	58%	6%	717	No	Year 3
Miramonte ES	K – 5th	1,673	3%	97%	95%	60%	8%	688	No	Year 5
Parmelee ES	K – 5th	1,078	4%	95%	96%	49%	8%	711	No	Year 5
Celerity Dyad Charter	K – 8th	253	11.1%	88.9%	100%	68.4%	6%	785	Yes	Not in PI
Celerity Nascent Charter	K – 8th	618	65%	35%	93.3%	15%	5%	753	Yes	Year 2
Celerity Troika Charter	K – 8th	99	9.1%	75.8%	94.9%	17.2%	3%	874	Yes	Not in PI

School	2008-09 CST Comparison All Students		2008-09 CST Comparison African American		2008-09 CST Comparison Hispanic		2008-09 CST Comparison Socio-Econ Disadv.		2008-09 CST Comparison English Learner		2008-09 CST Comparison Students With Disabilities	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced	Proficient & Advanced
McKinley ES	36.5%	46.0%	23.7%	34.0%	38.9%	48.2%	36.5%	46.0%	26.0%	38.2%	2.1%	10.6%
Miramonte ES	27.1%	41,2%	27.3%	40.0%	27.1	41.3%	27.1%	41.2%	11.0%	26.8%	4.8%	12.9%
Parmelee ES	34.7%	48.8%	31.0%	34.5%	35.0%	49.6%	34.7%	48.8%	12.9%	29.2%	0.0%	8.8%
Celerity Dyad Charter	42%	65%	50%	78.6%	41.3%	63.6%	42.3%	65.4%	39.2%	62.4%	N/A	N/A
Celerity Nascent Charter	39.9%	48.1%	36.3%	45.4%	46.3%	53.1%	38.6%	47.9%	50%	55.4%	18.2%	27.3%
Celerity Troika Charter	64.1%	89.1%	N/A	N/A	62.3%	86.8%	61.4%	87.7%	56.5%	82.6%	N/A	N/A

Appendix V

California Content Standards

CALIFORNIA CONTENT STANDARDS

CNCS will use the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement.

English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
Kinder – 1st	**2nd – 3rd**	**4th & 5th**
Concepts About Print Phonemic Awareness Decoding and Word Recognition Vocabulary and Concept Development	Decoding and Word Recognition Vocabulary and Concept Development	Word Recognition Vocabulary and Concept Development

Reading: 2.0 Reading Comprehension		
Kinder – 4th	**5th**	
Structural Features of Informational Materials Comprehension and Analysis of Grade-Level-Appropriate Text	Structural Features of Informational Materials Comprehension and Analysis of Grade-Level-Appropriate Text Expository Critique	

Reading: 3.0 Literary Response and Analysis		
kinder	**1st**	**2nd**
Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text	Narrative Analysis of Grade-Level-Appropriate Text
3rd	**4th**	**5th**
Structural Features of Literature Narrative Analysis of Grade-Level-Appropriate Text	Structural Features of Literature Narrative Analysis of Grade-Level-Appropriate Text	Structural Features of Literature Narrative Analysis of Grade-Level-Appropriate Text Literary Criticism

Writing: 1.0 Writing Strategies		
kinder	**1st**	**2nd**
Organization and Focus Penmanship	Organization and Focus Penmanship	Organization and Focus Penmanship Research Evaluation and Revision
3rd	**4th**	**5th**
Organization and Focus Penmanship Research Evaluation and Revision	Organization and Focus Penmanship Research and Technology Evaluation and Revision	Organization and Focus Research and Technology Evaluation and Revision

Writing: 2.0 Writing Applications (Genres and Their Characteristics)		
Kinder	**1st**	**2nd**
		Write brief narratives based on experiences Write a friendly letter.
3rd	**4th**	**5th**
Write narratives. Write descriptions. Write personal and formal letters, thank-you notes, and invitations.	Write narratives. Write responses to literature: Write information reports. Write summaries.	Write narratives. Write responses to literature. Write research reports. Write persuasive letters or compositions.

1.0 Written and Oral English Language Conventions		
kinder	**1st – 5th**	
Sentence Structure Spelling	Sentence Structure Grammar Punctuation Capitalization Spelling	

Listening & Speaking: 1.0. Listening and Speaking Strategies		
kinder	**1st – 2nd**	**3rd – 5th**
Comprehension	Comprehension Organization and Delivery of Oral Communication	Comprehension Organization and Delivery of Oral Communication Analysis and Evaluation of Oral and Media Communications

Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics)		
kinder	**1st**	**2nd**
Describe people, places, locations, and actions.	Recite poems, rhymes, songs, and stories. Retell stories using.	Recount experiences or present stories. Report on a topic with facts and details,

Recite short poems, rhymes, and songs. Relate experience or creative story logical sequences.	Relate events in simple sequences. Provide descriptions with sensory detail.	drawing from several sources of information.
3rd	**4th**	**5th**
Make brief narrative presentations. Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Make narrative presentations. Make informational presentations: Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. Recite brief poems, soliloquies, or dramatic dialogues.	Deliver narrative presentations: Deliver informative presentations about an important idea, issue, or event. Deliver oral responses to literature.

Mathematics

Number Sense		
Kinder	**1st**	**2nd**
1.0 Understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement). 2.0 Understand and describe simple additions and subtractions. 3.0 Use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.	1.0 Understand and use numbers up to 100. 2.0 Demonstrate the meaning of addition and subtraction and use these operations to solve problems. 3.0 Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.	1.0 Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000. 2.0 Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers. 3.0 Model and solve simple problems involving multiplication and division. 4.0 Understand that fractions and decimals may refer to parts of a set and parts of a whole: 5.0 Model and solve problems by representing, adding, and subtracting amounts of money: 6.0 Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.
3rd	**4th**	**5th**
1.0 Understand the place value of whole numbers. 2.0 Calculate and solve problems involving addition, subtraction, multiplication, and division:. 3.0 Understand the relationship between whole numbers, simple fractions, and decimals:	1.0 Understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. 2.0 Extend their use and understanding of whole numbers to the addition and subtraction of simple decimals: 3.0 Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations: 4.0 Know how to factor small whole numbers.	1.0 Compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. Understand the relative magnitudes of numbers: 2.0 Perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

Algebra and Functions		
Kinder	**1st**	**2nd**
1.0 Sort and classify objects.	1.0 Use number sentences with operational symbols and expressions to solve problems.	1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.
3rd	**4th**	**5th**
1.0 Select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. 2.0 Represent simple functional relationships.	1.0 Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. 2.0 Know how to manipulate equations.	1.0 Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry		
kinder	**1st**	**2nd**
1.0 Understand the concept of time and units to measure it; understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties. 2.0 Identify common objects in their environment and describe the geometric	1.0 Use direct comparison and nonstandard units to describe the measurements of objects. 2.0 Identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.	1.0 Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured. 2.0 Identify and describe the attributes of common figures in the plane and of common objects in space.

features.		
3rd	**4th**	**5th**
1.0 Choose and use appropriate units and measurement tools to quantify the properties of objects. 2.0 Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.	1.0 Understand perimeter and area. 2.0 Use two-dimensional coordinate grids to represent points and graph lines and simple figures. 3.0 Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.	1.0 Understand and compute the volumes and areas of simple objects: 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.
Statistics, Data Analysis, and Probability		
kinder	**1st**	**2nd**
1.0 Collect information about objects and events in their environment.	1.0 Organize, represent, and compare data by category on simple graphs and charts. 2.0 Sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.	1.0 Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. 2.0 Demonstrate an understanding of patterns and how patterns grow and describe them in general ways.
3rd	**4th**	**5th**
1.0 Conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.	1.0 Organize, represent, and interpret numerical and categorical data and clearly communicate findings. 2.0 Make predictions for simple probability situations.	1.0 Display, analyze, compare, and interpret different data sets, including data sets of different sizes.
Mathematical Reasoning		
Kinder	**1st , 2nd**	**3rd – 5th**
1.0 Make decisions about how to set up a problem: 2.0 Solve problems in reasonable ways and justify reasoning.	1.0 Make decisions about how to set up a problem. 2.0 Solve problems and justify reasoning: 3.0 Note connections between one problem and another.	1.0 Make decisions about how to approach problems. 2.0 Use strategies, skills, and concepts in finding solutions. 3.0 Move beyond a particular problem by generalizing to other situations.

History and Social Studies

Kinder	**1st**	**2nd**
Learning and Working Now and Long Ago people, and places of other times.	**Child's Place in Time and Space**	**People Who Make a Difference**
3rd	**4th**	**5th**
Continuity and Change	**California: A Changing State**	**United States History and Geography: Making a New Nation**

Science

Physical Sciences		
Kinder	**1st**	**2nd**
1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept.	1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept.	1. The motion of objects can be observed and measured. As a basis for understanding this concept.
3rd	**4th**	**5th**
1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept. 2. Light has a source and travels in a direction. As a basis for understanding this concept.	1. Electricity and magnetism are related effects that have many useful applications in everyday life.	1. Elements and their combinations account for all the varied types of matter in the world.
Life Sciences		
Kinder	**1st**	**2nd**
2. Different types of plants and animals inhabit the earth.	2. Plants and animals meet their needs in different ways.	2. Plants and animals have predictable life cycles.
3rd	**4th**	**5th**
3. Adaptations in physical structure or behavior may improve an organism's chance for survival.	2. All organisms need energy and matter to live and grow. 3. Living organisms depend on one another and on their environment for survival.	2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
Earth Sciences		
Kinder	**1st**	**2nd**
3. Earth is composed of land, air, and water.	3. Weather can be observed, measured, and described.	3. Earth is made of materials that have distinct properties and provide resources for human activities.

3rd	4th	5th
4. Objects in the sky move in regular and predictable patterns.	4. The properties of rocks and minerals reflect the processes that formed them. 5. Waves, wind, water, and ice shape and reshape Earth's land surface.	3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. 4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. 5. The solar system consists of planets and other bodies that orbit the Sun in predict-able paths.
Investigation and Experimentation		
Kinder – 5th		
4. Scientific progress is made by asking meaningful questions and conducting careful investigations.		

Appendix VI

Project Based Learning Data

Project Based Learning

In 2007, the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville conducted an investigation into schools and districts implementing project based learning (PBL). They investigated test scores at 358 schools in 17 states that have been implementing PBL for the past five years. The highlights of the study are as follows:

Knoxville School District

2004	46.2
2005	58.1
2006	65.1

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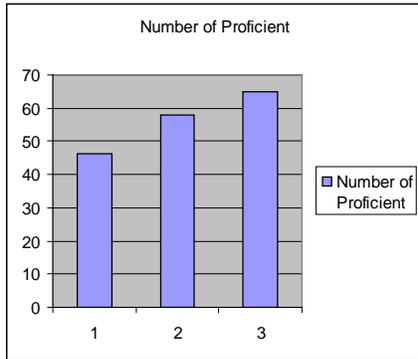
These scores identify the number (%) of proficient students in the Knoxville School District.

Denver School District

2004	58
2005	61
2006	65

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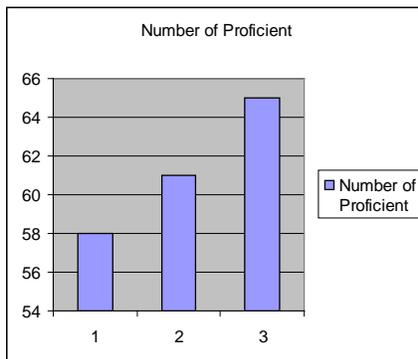
These scores identify the number (%) of proficient students in the Denver School District.

Trenton School District

2004	54.3
2005	55.1
2006	56.2

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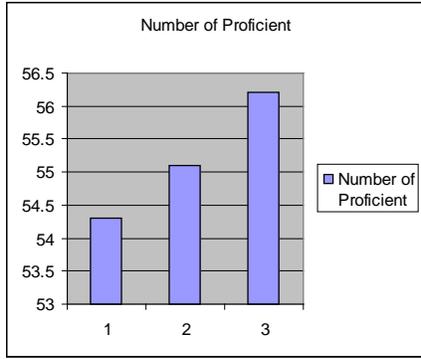
These scores identify the number (%) of proficient students in the Trenton, NJ School District.

Appendix VII

Student Calendar

Celerity Charter School
Calendar 2010-2011

August 2010

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

September 2010

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

October 2010

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

November 2010

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

December 2010

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

January 2011

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

August 2010
- 8/30/10 – Pupil Free Day-Meet & Greet
- 8/31/10 – First day of instruction
- **August– 1 Instructional Day**

September 2010
- 9/6/10 – Labor Day Holiday
- **September – 21 Instructional Days**

October 2010
- 10/6/10 – Back-to-School Night
- 10/22/10 – Teacher Prof Development Day
- **October – 20 Instructional Days**

November 2010
- 11/11/10 – Veteran's Holiday
- 11/25/10-11/26/10 – Thanksgiving Holiday
- 11/29/10-11/30/10 - Parent Conferences – Early Dismissal 2 pm
- **November – 19 Instructional Days**

December 2010
- 12/1/10-12/3/10 – Parent Conferences – Early Dismissal 2 pm
- 12/17/10 – Teacher Prof Development Day – No School
- 12/20/10-12/31/10 – Winter Break
- **December – 12 Instructional Days**

January 2011
- 1/1/11 – 1/9/11 – Winter Break
- 1/10/11 – Classes Resume
- 1/17/11 – Martin Luther King, Jr. Holiday
- **January – 15 Instructional Days**

February 2011

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

March 2011

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

April 2011

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

May 2011

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

June 2011

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

Celerity Exceeds ALL State Requirements

	State Required Instructional Time	Celerity's Instructional Time Offered
Kinder	36,000 minutes	58,950 minutes
	175 days	180 days
Grades 1 – 3	50,400 minutes	58,950 minutes
	175 days	180 days
Grades 4 – 6	54,000 minutes	58,950 minutes
	175 days	180 days

February 2011
- 2/18/11 – Teacher Prof Development Day
- 2/21/11 – Presidents' Holiday
- **February – 18 Instructional Days**

March 2011
- 03/9/11 Open House
- 3/21/11-3/25/11 – Parent Conferences – Early Dismissal 2pm
- 3/31/2011 – Teacher Prof Development Day
- **March – 22 Instructional Days**

April 2011
- 4/15/11 – Teacher Prof Development Day
- 4/18/11-4/22/11 – Spring Break
- 4/25/11 – Classes Resume
- **April – 15 Instructional Days**

May 2011
- 5/30/11 – Memorial Day Holiday
- **May – 21 Instructional Days**

June 2011
- 6/22/11 – Last Day of Instruction
- 6/23/11 –End of the Year Pupil Free Day
- **June – 16 Instructional Days**

Total Instructional Days 10-11 School Year – 180

Total Instructional Minutes = 58,950

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

Celerity Charter School
Summer Calendar 2010

July 2010

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

- 7/1/10 – First day of Summer School
- 7/5/10 – Holiday – No Summer School
- 7/29/10 – Last day of Summer School
- **July– 20 Instructional Days**

July 2010

<u>Proposed Bell Schedule</u>

Celerity Nascent Charter School is proposing a school schedule that exceeds the 200 minimum instructional minute requirements in kindergarten and 320 minutes for grades $1^{st} - 8^{th}$ as set forth in the Education Code for non-charter elementary school programs.

Grade	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismis sal	Total Instructional Minutes
K/1	8:10	9:30	9:50	11:40	12:20	2:45	335
2/3	8:10	9:55	10:15	12:00	12:40	2:45	335
4	8:10	9:30	9:50	11:50	12:30	2:45	335
5/6	8:10	9:55	10:15	12:35	1:15	2:45	335
7	8:10	11:30(M,T,Th,F) 10:40(W)	11:50(M,T,Th,F) 11:00(W)	12:30	1:10	2:45	335
6/8	8:10	9:50	10:10	11:50	12:30	2:45	335

<u>Sample Weekly Schedule</u>

Grades Kindergarten through First Grade

Time	Mon	Tue	Wed	Thu	Fri	Saturday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities	
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Mentoring Program 9:00 – 12:00
9:30-9:50	Recess	Recess	Recess	Recess	Recess	
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
10:30-	ESL for ELLs/	ESL for ELLs/	ESL for ELLs/	ESL for ELLs/	ESL for ELLs/	

Time	Mon	Tue	Wed	Thu	Fri	Saturday
11:00	IWT* for EO's, IFEP's, RFEP's	IWT for EO's, IFEP's, RFEP's	IWT for EO's, IFEP's, RFEP's	IWT for EO's, IFEP's, RFEP's	IWT for EO's, IFEP's, RFEP's	
11:00-11:40	Math	Math	Math	Math	Math	
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch	
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
1:10-2:10	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	
2:10-2:45	Dance	Art	PE	Technology	Yoga	
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

For Kindergarten and First Grade, English Language instruction includes 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 also includes 40 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL'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, and journal writing. In addition, the instructional program also includes a 35 minute block where students participate in alternating classes of dance, PE, Yoga, art, and technology.

Grades Second through Third Grade

Time	Mon	Tue	Wed	Thu	Fri	Saturday
7:00-	Before School	Before School	Before School	Before School	Before School	

8:10	Activities	Activities	Activities	Activities	Activities	
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Mentoring Program 9:00 – 12:00
9:55-10:15	Recess	Recess	Recess	Recess	Recess	
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
10:30-11:00	ESL for ELLs/ IWT* for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	
11:00-12:00	Math	Math	Math	Math	Math	
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch	
12:40-1:00	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
1:00-2:00	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	
2:00-2:45	Dance	Art	PE	Technology	Yoga	
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

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

For Second and Third Grade, English Language instruction includes two hours and 50 minutes or 170 instructional minutes. These instructional minutes include a 20-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of Celerity's literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 60 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL's while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, and journal writing. In addition, the instructional program also includes a 45 minute block where students participate in alternating classes of dance, PE, Yoga, art, and technology.

Grade 4

Time	Mon	Tue	Wed	Thu	Fri	Saturday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities	
8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Mentoring Program 9:00 – 12:00
9:30-9:50	Recess	Recess	Recess	Recess	Recess	
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
10:30-11:00	ESL for ELLs/ IWT* for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	ESL for ELLs/ IWT for EO's, IFEP's, RFEP's	
11:00-11:50	Math	Math	Math	Math	Math	
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-12:45	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
12:45-1:45	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	

1:45-2:45	Dance	Art	PE	Technology	Music	
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

As Fourth graders become proficient readers and read to learn instead of learning to read, the English Language instruction decreases to two hours and 15minutes or 135 instructional minutes. These instructional minutes still include a 15-minute read aloud during the afternoon Language Arts block and are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 50 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL's while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, Daily Oral Language, ST Math, and journal writing. In addition, the instructional program also includes a longer block of 60 minutes where students participate in alternating classes of dance, PE, Yoga, art, and technology. The increase in this block of instruction begins to prepare students for the block schedule they will transition into when they move to the 42nd Street Campus.

Grades Fifth through Sixth Grades

Time	Mon	Tue	Wed	Thu	Fri	Saturday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities	
8:10-9:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Mentoring Program 9:00 – 12:00
9:55-10:15	Recess	Recess	Recess	Recess	Recess	
10:15-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	
10:30-11:00	ESL for ELLs/ IWT* for EO's,	ESL for ELLs/ IWT for EO's,	ESL for ELLs/ IWT for EO's,	ESL for ELLs/ IWT for EO's,	ESL for ELLs/ IWT for EO's,	

	IFEP's, RFEP's	IFEP's, RFEP's	IFEP's, RFEP's	IFEP's, RFEP's	IFEP's, RFEP's	
11:00-11:50	Math	Math	Math	Math	Math	
11:50-12:35	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	
12:35-1:15	Lunch	Lunch	Lunch	Lunch	Lunch	
1:15-1:45	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	Thematic Units in Science cont.	Thematic Units in Social Studies cont.	
1:45-2:45	Dance	Art	PE	Technology	Music	
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
2:45-6:00	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

As Fifth graders continue to become proficient readers, English Language instruction decreases to two hours or 120 instructional minutes. The schedule also includes 50 minutes of mathematics instruction. The instructional block of alternating Social Studies and Science instruction has now increased to 1 hour and 15 minutes or 75 instructional minutes. It is during this block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. The increase in this block of instruction continues to prepare students for the block schedule they will transition into when they move to the 42nd Street Campus.
A 30-minute block is devoted to ELD instruction for ELL's while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, writing projects that are in different phases of the writing process, sustained silent reading, Daily Oral Language, ST Math, projects, and journal writing. In addition, the instructional program also includes a block of 60 minutes where students participate in alternating classes of dance, PE, Yoga, art, and technology.

Grades 6 & 8

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00-	Before School	Before School	Before School	Before School	Before School	

8:10	Activities	Activities	Activities	Activities	Activities	
8:10-9:50	Art 6/Art8	Physical Education 6/8	Art 6/Art8-Dance Physical Education 6/8	Art 6/Art8-Technology	Physical Education 6/8	Mentoring Program 9:00 – 12:00
9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	
10:10-11:50	Earth Science/ Physical Science	Math 6/ Algebra 1	Earth Science/ Physical Science Math 6/Algebra 1	Earth Science/ Physical Science	Math 6/ Algebra 1	
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-2:10	English 6/English 8	Ancient Civilizations/ US History	Eng 6/Eng 8 Ancient Civilizations/ US History	English 6/English 8	Ancient Civilizations/ US History	
2:10-2:45	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	
2:45	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

Grade 7

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities	
8:10-9:50	Physical Education 7	Art 7	Physical Education 7 Art 7 - Dance	Physical Education 7	Art 7 - Technology	Mentoring Program 9:00 – 12:00

9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	
9:50-11:30	Life Science 9:50-11:30	Pre-Algebra 9:50-11:30	Life Science 9:50-10:40 Pre-Algebra 11:00-11:50	Life Science 9:50-11:30	Pre-Algebra 9:50-11:30	
11:30-11:50	Nutrition 11:30-11:50	Nutrition 11:30-11:50	Nutrition 10:40-11:00	Nutrition 11:30-11:50	Nutrition 11:30-11:50	
11:50-12:30	English 7	Medieval and Modern Times	English 7	English 7	Medieval and Modern Times	
12:30-1:10	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-2:10	English 7 cont.	Medieval and Modern Times cont.	Medieval and Modern Times	English 7 cont.	Medieval and Modern Times cont.	
2:10-2:45	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	ESL/ IWT/ Review	
2:45	After-school Tutoring	After-school Tutoring	After-school Tutoring/Teacher PD (3:15-4:15)	After-school Tutoring	After-school Tutoring	

One of the biggest differences between the 6th through 8th grade schedule for students at the 42nd Street Campus and students in self-contained classrooms (K-6) is the transition to block scheduling and attending class with multiples teachers per day. Students on the block scheduling attend 3 classes of 100 minutes on Mondays, Tuesdays, Thursdays, and Fridays, meeting with their odd period teachers on Mondays and Thursdays and meet with their even period teachers on Tuesday and Fridays. On Wednesdays, students meet attend all 6 periods for 50 minutes each. Another difference is the review/ESL/IWT during the last 35 minutes of each school day. This block is devoted to ELD instruction for ELL'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, essays that are in different phases of the writing process, sustained silent reading, Daily Oral Language, ST Math, projects (art, technology, math, etc.), and journal writing. The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach content to mastery while integrating content areas and using hands-on learning activities.

Appendix VIII

School Safety Plan

Wellness Policy

CELERITY NASCENT CHARTER SCHOOL

SCHOOL SAFETY PLAN

2009 - 2010

Submit for Board Approval:
October 4, 2009

CELERITY NASCENT CHARTER SCHOOL

SCHOOL SAFETY PLAN 2009-2010

Celerity Nascent Charter School is committed to the safety and security of each and every student. To learn at the highest levels, students need to feel safe and secure at school. To this end, the Celerity Nascent Charter School Safety Plan has been created. Each element is described and corresponding documents are attached.

A. School Crime Assessment

Celerity Nascent Charter School provides compiled school crime information for the California Safe School Assessment as mandated by the state of California. This information is forwarded to the Los Angeles Unified School District office, which collects such information from all school sites. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime. A copy of the California Safe Schools assessment manual, Understanding & Reporting School Crime is on file in the school office along with the school crime reporting forms.

B. Child Abuse Reporting Procedures

Reporting child abuse is mandated by the California Penal Code. Celerity Nascent Charter School expects any mandated reporter to report any suspected case of child abuse or child neglect. Teachers and classified employees are asked to make the report and notify an administrator or ask an administrator to assist in making a report. Celerity Nascent Charter School administration reviews the reporting procedures at the beginning of the year with the staff through in-services.

C. School Discipline

Celerity Nascent Charter School has created a school wide discipline plan in order to communicate high standards and expectations and hold students accountable for their behavior. This plan was created by a committee of parents, students, teachers, and administrators, and is reviewed and updated each year. The discipline plan is given to every student and reviewed in a mandatory assembly presented by the Principal. Parents are required to review the discipline plan with their child, and both parent and student sign a signature card attesting that they have read the plan. Staff members consistently enforce the school-wide standards. A copy of the Celerity Nascent Charter School's school wide discipline plan is attached.

D. Procedures to Notify Teachers of Dangerous Pupils

> If a dangerous pupil is in attendance, the Celerity Nascent Charter School Principal will personally notify the teachers immediately about that student. The administrator will identify the dangerous behavior and instruct teachers on how to proceed if dangerous behavior occurs. For students who are suspended from school, teachers will be notified of the suspension and will have access to the suspension letters for details of the incident. Any student who causes, attempts to cause, or threatens to cause harm may be recommended for expulsion if the severity of the action so warrants.

E. Sexual Harassment Policy

> Celerity Nascent Charter School is committed to a learning and working environment that is free of discriminatory intimidation. Therefore, the school adheres to a policy that prohibits sexual harassment. Los Angeles Unified School District Board Policies provide a comprehensive guide to sexual harassment, including purpose of the policies, definition of sexual harassment, and complaint, investigation and resolution procedures. Staff members are also notified of their obligations and rights regarding sexual harassment.

F. School Wide Dress Code

> Celerity Nascent Charter School believes that a clear dress code is crucial to a positive learning environment. The Celerity Nascent Charter School has a school uniform policy that was established by the Board of Directors. These are the reasons the Celerity Nascent Charter School has a uniform policy: (1) Uniforms help create a mind-set for learning; (2) When students wear uniforms positive behavior is more evident; (3) Uniforms promote a sense of community and pride; (4) Uniforms tend to cost less than regular school clothing; (5) Uniforms eliminate label competition; (6) Uniforms promote campus safety and security.

G. Safe and Orderly Environment

> Celerity Nascent Charter School believes a safe and orderly environment is necessary to ensure a positive learning experience for our students. Strong supervision is the core of creating and maintaining a safe and orderly environment. Consequently, Celerity Nascent Charter School has a carefully planned supervision schedule outlined in the Staff Handbook. Teachers, campus supervisors, and administrators actively supervise and interact with students before and after school and during all breaks. Parents, teachers, and administrators supervise students during special events. In addition to school supervision efforts, the Los Angeles Police Department supports the school by having an officer available to the school when necessary as a resource.

H. Crisis Response Plan

> The Crisis Response Team information is attached along with the procedures followed for such a response.

CELERITY NASCENT CHARTER SCHOOL

<u>An Independent Charter</u>

<u>School Safety Plan/</u>
<u>Disaster Team Assignments/Guidelines</u>
2009-2010

An Independent Charter

Celerity Nascent Charter School

OVERVIEW

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident Command System (ICS). ICS has five primary functions: command/management, operations, planning/intelligence, logistics and finance/administration.

At the SEMS Field Level, the ICS organization develops around the five major functions that are required on any incident whether it is large or small. For some incidents and in some applications, only a few of the organization's functional elements may require the filling of a specific position. In these cases, where a specific position is not filled, duties remain the responsibility of the next higher position in the chain of command. However, if there is a need to expand the organization, additional positions exist within the standard. ICS framework to meet virtually any need. Specific discipline applications may require specialized positions to meet functional needs.

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All Celerity Nascent Charter School employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency.

This emergency plan was created to assist the administration and staff members should a disaster occur. The first and foremost objective is safety of the site's students and personnel. Teachers are encouraged to inform their students about the safety procedures and practice frequently.

Chain of Command:

<u>The following is the "Chain of Command" at Celerity Nascent Charter School:</u>

Grace Kim, Principal
Wilburd Estrada, Administrative Coordinator
Tom Hoctor, Third Grade Teacher
Miguel Portillo, Business Manager

In the event of a serious incident when the Principal is not available, the following occurs:

1. The Administrative Coordinator contacts Principal (if appropriate) (310-922-4262), then calls "Chain of Command" to attend to the emergency.

2. Once the "Chain of Command" is attending to the emergency, the Assistant Principal will call the Executive Director to inform her of the emergency situation: (310-486-6620)

3. The Business Manager or Clerk will inform at least one of the following Board Members -- beginning with the first name on the list—as soon as time permits:

    Curt Hessler (626-799-5257)
    Dana Waldon (505-473-0331)
    Myrtle Franklin (323-296-0415)

Definition of emergency: An out-of-the-ordinary event deemed beyond the experience level of the Business Manager and the teachers on site. The Business Manager is entitled to make this decision on the authority of the Principal (Examples: severe student injury; bus accident; any event gathering media attention).

Note: Once the Principal, Executive Director or a Board Member is on site, all staff members follow that person's directions without hesitation.

Emergency Evacuation Procedures:

Prior to any disaster drills or actual evacuations, each teacher will appoint two students who will lead the class to the assembly location and notify another staff member or administrator if their teacher is injured, requires assistance or is unable to evacuate the building.

ALL STAFF MEMBERS' FIRST PRIORITY IS THE SAFETY OF ALL THE STUDENTS. It may become necessary for a teacher or staff member to evacuate the building leaving trapped or seriously injured children in the classroom.

Fire:
- Alarm will sound.
- Students and teachers immediately exit the classroom for the predetermined assembly area.
- Teacher takes disaster folder with class list and backpack with emergency supplies to designated area.
- The students walk silently, the teacher exits the classroom **last** and checks the classroom for remaining children.
- The teacher **shuts** the classroom door and places a red **"HELP"** or a green **"ALL CLEAR"** door hanger on the door notifying the Search and Rescue Team of the status of their students in the room.
- Teacher takes role of students-students remain quiet to hear further instruction if necessary.
- Each classroom teacher will hold a "Green" sign to show the administrator in charge that all students are present or a "Red" sign to inform the administration of missing/injured students or that they have a child from another class. (Signs are in folder)
- Missing student names and absent student names will be written on blue "Emergency Drill Attendance Form" kept in folder.
- Business Manager will collect forms and give to Site Administrator.
- Office Staff and Administration coordinate locating children missing
- Itinerant staff members will list students in custody and will retain the students in their charge until requested to release them to the classroom teacher by an administrator.
- A bell will sound or an administrator will announce the "All-Clear" signal when it is safe for the students and staff to re-enter the building.
- Blanca Villacinda and Gloria Aleman will check restrooms for missing children-Children found will be brought to black top command post.

Stranger On Campus (SOC)/Lock Down:
These procedures will be utilized when someone has entered the school grounds and is deemed a safety concern for the students and staff.
An administrator notifies the staff of a SOC Drill by either an announcement (SOC Drill) or a continuous ringing bell sound, at least 30 seconds in length.

Recess:
- Upon hearing a continuous ringing bell, the students immediately go to their classrooms.
- If the door is locked, or the teacher is unavailable the neighboring teacher will escort the students into their classroom.
- The teacher meets the children at the classroom.
- The teacher secures all doors leading to the outside.

Class time:
- The teacher immediately locks the classroom door.
- The teacher takes attendance.

- The teacher or staff member is not to contact the office unless:
  Someone is trying to enter the classroom
- The classroom door is not to be opened by anyone inside the room until the emergency is over.
- An administrator locks any and all outside doors not already locked by a teacher (i.e. classroom).
- The office will contact each teacher by cell phone to verify the room is safe and secure. When answering the phone the teacher is to respond, *" Room # - All Clear."* **ANY OTHER RESPONSE SIGNIFIES A PROBLEM IN THE CLASSROOM**.
- Wait for instructions.

Earthquake:
- Indication of an earthquake may be a gentle to moderate shaking. Items may wobble upon a shelf.
- A fire/evacuation alarm <u>MAY</u> or <u>MAY NOT</u> sound.
- Students and teachers DUCK, COVER and HOLD until the shaking stops.
- Teachers evacuate the classroom when he/she deems it is safe.
- Teacher props the door open.
- Students and staff walk to the assembly area.
- Teachers take attendance and complete Emergency Attendance Report. Student runners deliver the report to Incident Command Post.
- Teachers pass their class to the buddy teacher and report to predetermined team location.
- Wait for instructions.

Directions for **Duck, Cover and Hold:**
    Classroom:
- Drop to knees with back to the windows.
- Get under solid furniture (desk, table, chair, etc.)
- Grasp leg of furniture with one hand while covering the back of the neck with the other. Be certain head and necks are covered by furniture.
- Wait for further instructions.

    Playground:
- Move away from any buildings, light poles, utilities and playground equipment.
- Drop to ground and wait for instructions.

EXPLANATION OF DIVISION OF LABOR BY SEMS FUNCTION

I. **COMMAND/MANAGEMENT**
Command/Management is responsible for the directing, ordering, and/or controlling of resources.

Incident Commander
The Principal of the school site or Administrative Coordinator in the absence of the Principal serves in this position. The Incident Commander's responsibility is the overall management of the incident. On most incidents, the commander's activity is carried out by a single Incident Commander. The Incident Commander may have a deputy, who may be from the same school site. Deputies must have the same qualifications as the person for whom they work, as they may be called upon to take over the position at any time.

RESPONSIBILITIES
- Assess the situation and/or obtain a briefing from the incident.
- Determine incident objectives and strategy.
- Establish the immediate priorities.
- Establish an Incident Command Post.
- Establish an appropriate organization.
- Ensure planning meetings are scheduled as required.
- Approve and authorize the implementation of an incident action plan.
- Ensure adequate safety measures are in place.
- Coordinate activity for all Command and General Staff.
- Coordinate with key people and officials.
- Approve requests for additional resources or for the release of resources.
- Keep Management Team informed of incident status.
- Approve the use of trainees, volunteers, and auxiliary personnel.
- Order the demobilization of the incident when appropriate.

Public Information Officer (Executive Director)

Speaks to the media and makes public announcements. This person should have the ability to remain calm and handle the stresses of the situation. The Information Officer is responsible for developing and releasing information about the incident to the news media or to other appropriate agencies and organizations. Only one Public Information Officer will be assigned for each incident including incidents operating under Unified Command. .

RESPONSIBILITIES

The following are major responsibilities of the Information Officer, which would generally apply to any incident:

- Determine from the Incident Commander if there are any limits on information release.
- Develop material for use in media briefings.
- Notify media and conduct media briefings.
- Arrange for tours and other interviews or briefings that may be required.
- Obtain media information that may be useful to incident planning.
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel.
- Maintain a Unit Activities Log.

Safety Officers (Mrs. Raquel Nieto-Tyler & Ms. Wendy Garcia)

The Safety Officer's function is to develop and recommend measures for assuring personnel safety, and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary. Assistants may represent assisting agencies or jurisdictions.

RESPONSIBILITIES
- Participate in planning meetings.
- Identify hazardous situations associated with the incident.
- Review the Incident Action Plan for safety implications.
- Exercise emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.
- Assign assistants as needed.
- Maintain a Unit Activity Log.

Liaison Officer (Mr. Portillo)
This person serves as the point of contact for any assisting and cooperating response agency representatives (fire, law enforcement, Red Cross, etc.) that may come to the site.

RESPONSIBILITIES
- Be a contact point for Agency Representatives.
- Maintain a list of assisting and cooperating agencies and Agency Representatives.
- Assist in establishing and coordinating interagency contacts.
- Keep agencies that are supporting the incident aware of incident status.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Participate in planning meetings, providing current resource status, including limitations and capability of assisting Authority resources.

II. **PLANNING/INTELLIGENCE**
The Planning Section collects, evaluates, processes, and disseminates information for use at the incident. When activated, the Section is managed by the Planning Section units are listed below. Other units may be required to meet discipline specific applications.
- Situation Team
- Documentation Team

Planning Coordinator (Ms. Solis)
Teachers can perform this function, as can librarians, computer center managers, business managers, etc. This person must be able to use communications equipment, gather information in a timely manner, and evaluate the significance so decisions can be made quickly. This person will coordinate the functions of the Situation Status Team and Documentation Team.

RESPONSIBILITIES
- Collect and process situation information about the incident.
- Supervise preparation of the Incident Action Plan.
- Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan.
- Reassign out-of-service personnel already on site to ICS organizational positions as appropriate.
- Establish information requirements and reporting schedules for Planning Section units (e.g. Situation Team).
- Determine need for any specialized resources in support of the incident.
- If requested, assemble and disassemble strike teams and task forces not assigned to operations.
- Establish special information collection activities as necessary, (e.g., weather, environmental, toxics, etc.).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report any significant changes in incident status.
- Compile and display incident status information.
- Oversee preparation of Incident Demobilization Plan.
- Maintain a Unit Activity Log.

III. OPERATIONS

The coordinated tactical response of all field operations in accordance with the Incident Action Plan.

Operations Coordinator (Mrs. Sloan)

Teachers, administrators, or other managers can perform this position. This person coordinates the activities of the Communications Team, Search and Rescue Team, First Aid Team, Student Release/Staff Accounting Team, Assembly/Shelter, and Maintenance/Fire Team. This person should have a strong background in emergency response, first aid, and facilities management.

RESPONSIBILITIES
- Assist in development of the operations portion of the Incident Action Plan.
- Supervise the execution of the Incident Action Plan for Operations.
- Manage tactical operations.
- Request resources needed to implement the Operations Section tactics as a part of the Incident Action Plan development.
- Maintain close contact with subordinate positions.
- Ensure safe tactical operations.
- Request additional resources to support tactical operations.
- Approve release of resources from assigned status (not release from the incident).
- Make or approve expedient changes to the Incident Action Plan during the Operational Period as necessary.
- Maintain close communication with the Incident Commander.
- Maintain a Unit Activity Log.

Search and Rescue Team

Persons who are trained in search and rescue techniques, and who are physically capable of carrying out the task should perform this function. This function may be very physically demanding.

First Aid Team

School nurses, health technicians, and other designated first aid providers should perform this function. It is important that persons serving in this capacity are trained in first aid and CPR.

Assembly Area Team

Teachers, Maintenance or Facilities Staff, Custodial Staff, and Volunteers can perform this function. They are responsible for setting up a secure area for students/staff, providing sanitation facilities, setting up food preparation and overnight facilities, if necessary.

Student Accounting Team

Classroom teachers perform this function. They are responsible for accurately accounting for all students assigned to their class at the time of the incident.

Parental Assistance/Student Release Team

Personnel staff, attendance clerks, clerical staff, and teachers can perform this function. They would be responsible for obtaining injury and missing person's reports and providing findings to appropriate team leaders. They would also be checking student emergency cards for authorized release

information.

IV. LOGISTICS

Providing facilities, services, personnel, equipment, and materials in support of the incident. All incident support needs are provided by the Logistics Section. The Logistics Section is managed by the Logistics Section Chief, who may assign a Deputy. A Deputy is most often assigned when all designated units (listed below) within the Logistics Section are activated. Standard ICS Logistics Section units are listed below. Other units may be required to meet discipline specific applications.

- Supply Unit
- Facilities Unit
- Ground Support Unit
- Communications Unit
- Food Unit
- Medical Unit

Logistics Coordinator (Mr. Biel)
Teachers, Administrators, Food Service Managers, Purchasing Staff, or other Clerical staff can perform this function. They would coordinate the activities of the Food/Water and Supplies Team, Assembly/Shelter Team, and the Transportation Team.

RESPONSIBILITIES
- Manage all incident logistics.
- Provide logistical input to the Incident Commander in preparing the Incident Action Plan.
- Brief Unit leaders, as needed.
- Identify anticipated and known incident service and support requirements.
- Request additional resources, as needed.
- Review and provide input to the Communications Plan, Medical Plan and Traffic.
- Supervise requests for additional resources.

Food/Water and Supplies Team (Ms. Valdez)
Food Service Staff, Volunteers, Teacher, Student Volunteers, and other Clerical Staff are appropriate for this function. They are responsible for assessing food service facilities and supplies, checking water supplies, estimating numbers of students/staff needing shelter, and monitoring food supplies and other essential supplies.

V. FINANCE/ADMINISTRATION
Financial and cost analysis and administrative aspects not handled by the other functions. The Finance/Administration Section is responsible for managing all financial aspects of an incident. Not all incidents will require a Finance and/or Administration Section. Only when the involved agencies have a specific need for Finance/Administration services will the Section be activated.

Finance Administration Coordinator (Mr. Portillo/ Mr. Estrada)

RESPONSIBILITIES
- Manage all financial aspects of an incident.
- Provide financial and cost analysis information, as requested.
- Gather pertinent information from briefings with responsible agencies.
- Develop an operating plan for the Finance/Administration Section; fill supply and support needs.
- Determine need to set up and operate an incident commissary.
- Meet with Assisting and Cooperating District Representatives, as needed.
- Maintain daily contact with administrative team on Finance/Administration matters.

Accounting/Documentation Team

Office and Clerical Staff can perform this task. They would be responsible for maintaining records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, cost recovery, etc. This information will be critical in reimbursement issues.

I.   MANAGEMENT

    Incident Commander   Mrs. Canada

    Public Information Officer   Ms. McFarlane

    Safety Officer   Mrs. Nieto-Tyler & Ms. Garica

        Security Team
        A. Ms. Chua   B. Mr. Pacenski   C. Ms. Murray

    Liaison Officer   Mr. Portillo/ Mr. Estrada

II.   PLANNING/INTELLIGENCE

    Planning Coordinator   Ms. Solis

    Situation Team   Recruit from Assembly Team or Search & Rescue, if needed.

III.   OPERATIONS

    Operations Coordinator   Mrs. Sloan

    Search and Rescue Team

Rooms **Rooms 1, 2, 3, 6, 10, Main Office and Staff Restrooms.**	**Rooms 4, 5, 7, 8, 9**	**Rooms 11, 12, 13, 14, 15, 16**	**Rooms 17, 18, 19, 20, 21**
Ms. Duran	Mr. Biel	Ms. Solis	Mr. Son
Ms. Garland	Ms. Aguirre	Mrs. Hoctor	Mrs. Chua

First Aid Team   Ms. Atkinson

Ms. Madison   Ms. Aguilar   Ms. Garland

Assembly Area Team   Mrs. Sloan

Ms. Aguirre   Ms. Duran   Mrs. Hatter

Student Accounting Team   All Teachers

Parental Assistance/Student Release Team

Ms. Aleman   Ms. Decruisee   Mrs. Villacinda

IV.   LOGISTICS

Logistics Coordinator   Mr. Biel
Food/Water and Supplies Team   Ms. Valdez

V.   FINANCE/ADMINISTRATION

Finance/Administration Coordinator   Mr. Portillo

MANAGEMENT

INCIDENT COMMAND TEAM

Incident Commander (IC)   Grace Canada
Public Information Officer   Vielka McFarlane
Liaison Officer   Miguel Portillo & Wilburd Estrada
Safety Officer   Nieto-Tyler & Garcia

Command Center
LOCATION:
Black top near east wall

Equipment and Supplies
1. Telephone or two-way radio
2. Battery-operated radio or car radio.
3. Bull horn or portable loud-speaker.
4. Walkie-talkie, if available.
5. Identification for Team numbers.
6. Emergency telephone members.
7. Disaster log forms or equivalent.
8. Pens, pencils, paper.
9. Staff and student lists
10. Flashlights.

INCIDENT COMMAND TEAM RESPONSIBILITIES

a) Recognize sign(s) of disaster, such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc. and/or receive warning signal.
b) Alert school or site via appropriate warning signal.
c) Report to predetermined meeting site for meeting with all teams. Establish command post.
d) Determine team leader (Principal or designee) and chain of command.
e) Determine needed disaster plan modification according to type of disaster.
f) Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate assigned responsibilities.

    Important things to discuss with teams and/or Team Leaders:
(1) Whether or not students are to remain in classrooms or move to Assembly Area (also which Assembly Area to be used).
(2) Whether or not the site will be used for other school or community evacuees and locations for placing evacuees.
(3) Location and/or method for handling media personnel.

g) Set up Incident Command Center at the Assembly Area.
    (Include map of Assembly Area in To Go Box)

h) Designate one person as internal Information Officer. Communications may be by phone, two-way radio, CB radio, walkie-talkie, and/or messengers.

(1) Set up communications in the office if phones are available. Incident Command Center talks with the communication officer via walkie-talkie from the Assembly Area.
(2) Monitor all internal communications.

(3)   Approve all external communication, bulletins and announcements to community, parents and news media.

(4)   Appoint a person to monitor the Emergency Alert System (KXMX, 95.9 FM or KWVE 107.9 FM battery-operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community and for instructions in event of major disaster.

i)   Contact local authorities to report emergency needs, including evacuation or becoming an evacuation site.

Important things to report:
(1)   Condition of campus/site.
(2)   Condition of staff.
(3)   Immediate assistance, supplies, food, etc., as needed.
(4)   Whether or not the site will be used as an evacuation site for other school(s) or community members.
(5)   How long school/site can function without assistance.
(6)   Consequences if no immediate help are sent.
(7)   Neighborhood conditions.
(8)   Advisability of closing school. Students must remain under supervision until reunited with parents.

j)   Initiate the procedures for working with the media and coordinate with assigned personnel within Incident Command Center, at Main Gate (if locked campus/site), and patrol personnel (if unsecured campus site).

Things to consider:
(1)   Send all media personnel to an assigned area at the site
(2)   Location of Central information center to be used by the media.
(3)   Responsibilities, if any, of Incident Command Center Team personnel with media personnel.
(4)   People, assigned by Safety Team, to accompany media personnel when walking about the campus/site.
(5)   EOC can send additional personnel to work with media, if needed.

k)   Monitor evacuation to the Assembly Area during an earthquake.
(1)   In case of earthquake and the intercom system is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided, and it appears safe to do so.
(2)   If intercom is working, Incident Command Center may announce when to move to Assembly Area.
(3)   If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.

l)   Account for the presence of all persons and the missing via the Accountability Reports handed in by classroom teachers who have reported with their classes to the Assembly Area.

m)   Prepare a list of missing persons (or 3 x 5 cards, 1 per missing person in alphabetical order) and account for each person when found. Make the list, or use 3 x 5 cards, of victims sent to hospital.

n) Notify Parental Assistance Team to document persons released for medical care as soon as reported by First Aid Team Leader.

o) Determine needs for supplies, food, and water, medical assistance, transportation, urgent repairs, additional personnel, etc., and notify EOC.

p) Maintain constant contact with all Team Leaders and direct all disaster plan activities.

q) Request Assembly Area Coordinator to assign students (secondary schools) from Assembly Area to serve on any teams as may be needed.

r) Communicate with EOC to report status of students and staff, school facilities, problems, and any needed supplies or personnel.

s) **Be prepared to make decisions.**

t) Document important events to be acted upon and/or for future records, as needed. Use Disaster Log forms or equivalent.

SAFETY OFFICER TEAM

SAFETY OFFICER   Mrs. Nieto-Tyler & Ms. Garcia

STAFF   Mrs. Hatter   Mr. Hoctor   Ms. Murray

Security
LOCATION: Command Center.

Equipment and Supplies
1. Walkie-talkie, if available.
2. Identification for team members and media personnel.
3. Master keys.
4. Appropriate signs (such as main entrance, parent information, media).

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognized sign(s) of a disaster such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack, etc.)

b) Report to predetermined meeting site for all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be the Incident Command Center or Assembly Area.

e) Work in pairs.

f) Secure the school by locking all external gates, entrances, etc.

g) If locked campus/site, assign team members to monitor main gate, or if unsecured campus/site, assign team members to patrol specific preplanned areas for controlling persons coming onto campus.

   (1)   Post appropriate signs.

   (2)   Direct fire, police, rescue, ambulance, etc., to area of need.

   (3)   Direct media to Information Center. (See Responsibility "h" for details)

   (4)   Direct parents to Reunion Gate, if separate from Main Gate.

h) Work with media as follows:

  (1) Verify media personnel by requesting to see identification.

  (2) Assign runners to escort media personnel to Information Center or onto site, as deemed appropriate per Incident Command Center.

  (3) Talk with Incident Command Center via walkie-talkie, if available, regarding any problems.

i) Communicate with Incident Command Center.

j) Assist on Search and Rescue Team, Site Operations Team, or other teams, as needed, when major responsibilities have been completed and approval has been obtained from Incident Command Center.

PLANNING/INTELLIGENCE

Planning Coordinator   Mrs. Solis

Situation Status Team   Recruit from Assembly Team, if needed
Recruit from Search & Rescue Team, if needed

SITUATION STATUS TEAM

Site Operations LOCATION:	Personnel	Equipment and Supplies
Command Center	Head Custodian, Teachers	1. Walkie-talkie, if available.
		2. Identification for team members.
		3. Master keys.
		4. Valve keys, wrenches (for turning off utility valves).
		5. Miscellaneous tools (for emergency repair).
		6. Flashlights.
		7. Fire extinguisher.
		8. Sanitation supplies (toilet paper, plastic bags for lining Wastebaskets as emergency toilets).

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognized sign(s) of disaster, such as earth tremors (earthquake), intense light, and/or explosive sound (nuclear attack), etc.

b) Report to predetermined meeting site of all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignments with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be the Incident Command Center/Assembly Area.

e) Work in pairs.

f) Check all utilities (water, gas, electricity) and turn off valves if needed.

g) Determine sanitation conditions and remedy when possible.

h) Report conditions to Incident Command Center.

i) Assist maintenance/operations personnel or utility company technicians, if needed, in emergency repair.

j) Station team members as guards clear of unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Incident Command Center to assign students from the Support Team as guards.

k) Operate an existing emergency generator, if needed, and if available.

l) Stay in communication with Incident Command Center.

m) Assist on Safety Team, Search and Rescue Team, and/or other teams, as needed, when responsibilities have been completed and approval has been obtained from Incident Command Center.

Search and Rescue Team

Rooms 1, 2, 3, 6, 10, Main Office and Staff Restrooms	Rooms 4, 5, 7, 8, 9	Rooms 11, 12, 13, 14, 15, 16	Rooms 17, 18, 19, 20, 21
Ms. Duran	Mr. Biel	Ms. Solis	Mr. Son
Ms. Garland	Ms. Aguirre	Mrs. Hoctor	Mrs. Chua

Search and Rescue
LOCATION:
Command Center

Equipment and Supplies
1. Walkie-talkie, if available.
2. I.D. for team members.
3. Master keys.
4. Fire extinguishers.
5. Crowbars, axes, etc., for getting to victims under debris.

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognize sign(s) of disaster, such as earth tremors (earthquakes), intense light, and/or explosive sound (nuclear attack), etc.

b) Report to predetermined meeting site for all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be Incident Command Center or Assembly Area.

e) Work in pairs.

f) If requested by Incident Command Center because building damage is great, assign part of the team to go to classrooms and assist with evacuation as needed.

g) Search campus in a methodical and pre-established pattern to find injured and/or missing persons. Pay particular attention to all restrooms, Fellowship Hall, attendance areas, storage areas, auxiliary rooms, classrooms, etc.

   (1) Explore each room visually, vocally, and physically.
   (2) Look, call out for replies, and actively search through rubble.
   (3) Use available equipment to get to persons covered with debris.

h) Have one team member remain with any injured person and give first aid, while other team member reports to Incident Command Center or First Aid Station to summon first aid. Use of Walkie-Talkie will hasten this process.

i) Assess damage to specific structures and report damage and/or usability to Incident Command Center.

j) Station team members as guards between public and unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Incident Command Center to assign students (secondary level) from the Support Team as guards. Mark unsafe areas with signs.

k) Direct loiterers to appropriate location.

l) Maintain constant communication with Incident Command Center.

m) Assist on Safety Team, Site Operations Team, or other teams, as needed, when major responsibilities have been completed and when approval has been obtained from Incident Command Center.

First Aid Team   Lurie Atkinson

Ms. Madison   Ms. Aguilar   Ms. Garland

First Aid   Equipment and Supplies
LOCATION: 1. Walkie-talkie, if available.
Black Top outside room 8   2. Identification for Team
                                                  members.
                                              3. Student and staff emergency
                                                  card.
                                              4. Paper or 3x5 cards, pencils,
                                                  etc., for information regarding
                                                  treatment given, released
                                                  for medical care, etc.
                                              5. Wheelchair and stretcher.
                                              6. First Aid supplies.

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognize sign(s) of disaster, such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.

b) Report to predetermined meeting site for all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignment with Incident Command Center and where the First Aid Station is to be located. First Aid Station may be near Assembly Area as deemed appropriate for the disaster.

e) Work in pairs.

f) Obtain any additional equipment and supplies, which may be stored on site and move all to First Aid Station.

g) Communicate with Incident Command Center and Search and Rescue if they have walkie-talkies for receiving location of injured persons. (With a sufficient number of team members, several pairs of first aide workers could assist Search and Rescue in locating injured students and adults.)

h) Send out pairs of first aide workers, each with a mini first aid kit, to provide first aid for each reported victim. (Notify Incident Command Center if request was received from Search and Rescue.)

i) Provide first aid for each ill or injured victim. (Work with victims of greatest need first when there is a limited number of first aide workers and/or mass casualties.)

    (1)   Assess victim.
    (2)   Give first aid using mini first aid kit.

(3) Send runner for additional supplies as needed and/or stretcher if victim can be transported to First Aid Station.

(4) Document name and first aid given on 3 x 5 card with tie and secure to victim's wrist or neck.
- ✓ **Name**
- ✓ **Date**

(5) Document same information on the other 3 x 5 card and give to Team Leader upon return to First Aid Station for receiving next assignment.
- ✓ **Injury**
- ✓ **Location of victim**
- ✓ **First aid given**

j) Communicate with Incident Command Center regarding victims, their status, needs, and make-needed requests for additional supplies and assistance.

k) Maintain 3 x 5 cards or list as permanent record of victims and first aid rendered.

l) Document all victims removed from site for medical care as follows:

(1) Record time, reason, and destination on victim's 3 x 5 card and file in appropriate section of card file box.

(2) Send Emergency Card with victim. (3 x 5 card tied to victim at time of first aid also has necessary documentation.)

(3) Report released victims to Incident Command Center.

m) Be prepared to assist other first aid/medical personnel as follows:

(1) Work with Red Cross first aid and nursing volunteers who may assist in any type of disaster.

(2) Work under the paramedics who will come to the site to assist with a small number of casualties.

(3) Work under the Fire Medical Aid Division that will come to the site in event of mass casualties.

n) Maintain ongoing communication with Incident Command Center.

Assembly Area Team   Teachers & Instructional Aides

Ms. Aguirre   Ms. Duran   Mrs. Hatter

Assembly Area
LOCATION:
Blacktop by North Court

Equipment and Supplies
1. Walkie-talkie, if available
2. Identification for team members.
3. Assembly area map.
4. Bull horn or loudspeaker.
5. Keys, if necessary, for Assembly Area.
6. Disaster log forms or equivalent.
7. Pens, pencils.
8. Crowd control ideas.

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.

b) Report to predetermined meeting site for all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignment with Incident Command Center. Team Leader serves as the Assembly Area Coordinator. All team members report periodically to the Team Leader at the Assembly Area.

e) Work in pairs.

f) Unlock/open any entrance to the Assembly Area.

g) Assign team members to control entrances to Assembly Area.

h) Direct classes or students to Assembly Area stations. Each team member must have Assembly Area map in hand.

i) Assist in maintaining order.

j) Role of Assembly Area Coordinator is to manage all Assembly Area activities as follows:
   (1) Assist in obtaining Accountability Reports from teachers for Incident Command Center (located at Assembly Area).
   (2) Assign students to assist in Assembly Area as needed.
   (3) Assign students or staff to serve on other teams when requested by Incident Command Center.
   (4) Document important events to be acted upon and/or for future records, as needed. (Use Disaster Log forms or equivalent.)

STUDENT ACCOUNTING TEAM

ALL TEACHERS

Accounting	Personnel	Equipment and Supplies
LOCATION:		
Each Teacher in charge of students is an Accounting Team, both in the classroom and at the Assembly Area.	All classroom Teachers (some may be doubled-up), 2-3 classes per teacher.	1. Identification for team members. 2. Attendance folder. 3. Crowd control ideas.

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremors (earthquake), intense light, and/or explosive sound (nuclear attack), etc.

b) Report to predetermined location. This may be an Assembly Area station, a classroom for a specific period, or other location as decided during pre-planning at the school/site.

c) If in classroom, give appropriate command: actions "DROP," "TAKE COVER," "LEAVE BUILDING," etc.

d) Determine injured persons.

e) Confirm student team members and assign appropriate responsibilities.

f) Give first aid as needed.

g) Determine need for cooperation with neighboring teacher. One teacher may assist two classes of students if second teacher is injured or must remain with injured students until first aid arrives.

h) Evacuate to Assembly Area as follows:

(1) Classroom teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so.

(2) If damage is great, Search and Rescue may be dispersed to assist classrooms in the evacuation process.

i) Evacuate in pre-practiced, orderly manner.
(1) Assign students in buddy system (pairs).
(2) Have students move single file to Assembly Area station.

j) **In case of earthquake and there are injured, immovable students and no other teacher to assist, surround injured student(s) with suitable furniture for protection from further earthquake action and take remaining students to Assembly Area. If an Instructional Aide**

or volunteer is present, assign him/her to remain with student(s) in classroom until help arrives.

k) Complete <u>Accountability Report</u> and turn it in to Incident Command Center (located at the Assembly Area).

l) Supervise and reassure students throughout duration of emergency using crowd control ideas.

m) Use the same equipment, supplies, and responsibilities guidelines when evacuating with students to another school or site.

Parental Assistance/Student Release Team   Mr. Estrada

Reunion Gate

Ms. Aleman   Ms. Decruise   Ms. Lee
*   *   *

Parental Assistance	Equipment and Supplies
LOCATION:	1. Walkie-talkie, if available
Blacktop near Lunch Area	2. Identification for Team Members.
	3. Keys for gates or doors
	4. Appropriate class lists for locating students and checking off released students.
	5. Sign out sheets per class for documenting release to parents or authorized persons.
	6. Pens, pencils, table

RESPONSIBILITIES
- Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc.
- Report to predetermined meeting site for all teams.
- Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be at the Reunion Gate.
- Work in pairs when possible.
- Assign team members to Main Gate and Reunion Gate, if separate from Main Gate, for receiving parent requests and sending messages by walkie-talkie.
- Assign messengers to work between main Gate, Reunion Gate, and Assembly Area for obtaining students to be released.
- Set up Reunion Gate with class rosters or locator cards and Sign-out sheets on table.
- Monitor communication by walkie-talkie or messengers between Main Gate, Reunion Gate, and Assembly Area (or classroom).
- Process reuniting of students with parents.
- Receive parents at Main or Reunion Gate to obtain name of student(s). If Main Gate is separate, obtain student information and send parent to Reunion Gate.
- Send for student via walkie-talkie or messenger to Assembly Area.
- Have students report to Reunion Gate.
- Confirm that students recognize parents/designee and feel secure in their custody.
- Document each student released including date, time, and signature of parent/guardian.
- If Sign-Out Sheet and class lists are used, maintain sign-out by classroom and check off released students on class list.
- If slips of paper are used, document on slip of paper, staple to program card, and file alphabetically.

LOGISTICS

FOOD/WATER TEAM

Logistics Coordinator: Mr. Biel

Food/Water and Supplies Team: Ms. Valdez

Food Services LOCATION:	Personnel	Equipment and Supplies
Prepare food and beverages for everyone.	Food Services personnel, students, adult volunteers.	1. Identification for members. 2. Food and beverages as available. 3. Preparation and serving materials, if available.

RESPONSIBILITIES

a) Interpret meaning of warning signal and/or recognize sign(s) of disaster, such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc.

b) Report to predetermined meeting site for all teams.

c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.

d) Confirm Team Leader assignment with Incident Command Center.

e) Assess damage to cafeteria/multi-purpose room and its usability.

f) Assess food supply, including water and other beverages, and available preparation and serving materials.

g) Inform Incident Command Center of total situation and any needs.

h) Prepare food, water, and other beverages, as needed.

i) Arrange for best method of serving to large groups. Consider sack lunches taken to Assembly Area and any other evacuee stations.

j) Work with Red Cross or other assigned volunteers.

k) Keep record of personnel hours and expenditures for food supplies, etc.

l) Communicate periodically with Incident Command Center.

Disaster Buddy

The purpose of the Disaster Buddy system is to ensure all classrooms have evacuated from the building. Once you have safely evacuated your students from the building and arrived to the assembly area check to see if your buddy teacher and class is present on the field. If your buddy teacher or class is not at the assembly area, notify the Command Center immediately. We cannot always rely on the bells that the teacher is aware of a disaster, or they may be trapped or injured. This procedure will be used as a secondary means to ensure every teacher and classroom is safe and present at the assembly area.

Garland/Duran

Muñoz/Biel

Aguirre/Solis

Murray/Hoctor

Pacenski/_____

Valdez/_____/Madison

Son/Chua

Priority Release:

In the event of a disaster or emergency, **__certificated__** staff members become Civil Defense Workers who are required to give assistance until the emergency is concluded or all children have been released to a parent or guardian. The Principal (shall make the determination when the opportunity to release staff members arrives. The following 5-point priority listing shall be used :

Priority One: Instructional Aides/Part-time Classified Staff

Priority Two: Certificated staff members and office staff with small children.

Priority Three: Remaining certificated staff members

Priority Four: Certificated staff members who volunteer to stay on campus for an extended time.

Priority Five: Administration and custodial staff. All staff members volunteering to stay until all children are released.

Grace Canada, Principal

CELERITY NASCENT CHARTER SCHOOL
Emergency Sign-Out Sheet

Should a parent or guardian request to take his/her child(ren) from the Assembly Area during an evacuation, the teacher or staff member should send that parent or guardian to the Parental Assistance Area. If the parent or guardian insists upon taking the child(ren) from the Assembly area the staff member will complete this page.

Student Name	Teacher	Time Out	Identifying Features Adult/Child	Adult's Signature	Emrg.Card √ Y / N

CELERITY STUDENT WELLNESS POLICY

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for Celerity students. The Chief Executive Officer or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

School Health Council/Committee

The Chief Executive Officer or designee may appoint a school health council or other committee consisting of stakeholder representatives, including: parents/guardians, students, school food service professionals, school administrators, representatives of the Board, and members of the public. The council or committee may also include District administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

The purpose of a school health council or committee is to advise the Celerity on health-related issues, activities, policies, and programs. At the discretion of the Chief Executive Officer or designee, the council's charges may include planning and implementing activities to promote health within the school or community.

Nutrition Education and Physical Activity Goals

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the Celerity determines appropriate.

Celerity's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education shall be provided as part of the health education program in Grades K-8 and, as appropriate, shall be integrated into core academic subjects and included in before- and after-school programs.

All K-8 students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities.

The Chief Executive Officer or designee shall encourage staff to serve as positive role models.

Celerity shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies related to student health knowledge and skills, physical education, and be designed to promote healthy behaviors. Furthermore the Board strongly encourages the use of physical activity as a reward for students when appropriate.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through school newsletters, handouts, parent/guardian meetings, Celerity's Web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

The Board discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

Nutrition Guidelines for Foods Available During the School Day

The Board believes that foods and beverages available to students at District schools should support the health curriculum and promote optimal health. Nutrition standards adopted by Celerity for all foods and beverages sold to students, including foods and beverages provided through the District's food service program, vending machines, or other venues, will comply with all applicable state and federal laws with the goal of promoting student health and reducing childhood obesity.

The Chief Executive Officer or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic
performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support Celerity's nutrition education program by considering nutritional quality when selecting
any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Fundraising activities involving food items abide by the same nutritional standards. Finally, class parties or celebrations shall involve non-food items to the extent possible.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools.

In order to maximize Celerity's ability to provide nutritious meals and snacks, all Celerity schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

Program Implementation and Evaluation

The Chief Executive Officer or designee shall establish a plan for measuring implementation of the policy. Additionally, the Chief Executive Officer or designee shall designate at least one
person at each school who is charged with operational responsibility for ensuring that the school sites implement Celerity's wellness policy.

The Chief Executive Officer or designee shall establish quality indicators that will be used to measure the implementation of the policy at each Celerity school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside Celerity's meal programs; and feedback from food service personnel, school administrators, school health councils, parents/guardians, students, and any other appropriate persons.

The Chief Executive Officer or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity. To the extent possible, this report will be presented at the same time as results from the California Healthy Kids Survey.

Posting Requirements

Each school shall post Celerity's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas.

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 6142.7 - Physical Education)

Legal Reference:

EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49560 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51222 Physical education

51223 Physical education, elementary schools

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:

1751 Note Local wellness policy

1771-1791 Child Nutrition Act, including:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Policy Celerity Educational Group adopted: October 1, 2006 Los Angeles, California

Appendix IX

Discipline Policy

Celerity Discipline Policy

To promote a positive school climate for students and staff at Celerity, we have a uniform, schoolwide discipline program. The purpose of the program is to teach children to make appropriate choices, accept responsibility for their behavior, and understand their behavior has consequences for themselves and others.

The Celerity staff believes that appropriate behavior is promoted through positive reinforcement. Negative reinforcement is a temporary solution to most problems. Only positive reinforcement will bring about a permanent change in student behavior.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences and rewards.

The discipline policy will be reviewed with parents and students upon admission to Celerity Charter School. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the discipline policy. The discipline policy will determine student responsibilities, acceptable and unacceptable behavior, and the consequences and rewards for compliance or noncompliance.

Acceptable Behavior Expectations

Students
  A.   How I Treat Others
        I will:
        - I will treat all kids and adults with respect and kindness.
        - I will use words that are helpful, courteous and kind.
        - I will treat all things that belong to other people with care.
        - I will get help from an adult if someone tries to start a fight with me or a disagreement won't end. (If I am in a situation that could lead to violence or name-calling.)
        I will not:
        - I will not tease, call names, bully, or use swear words.
        - I will never threaten to hurt anyone, even when joking around.
        - I will not start fights. I understand that fighting is never acceptable.

  B.   How I Do My School Work
        I will:
        - I will make sure my homework and projects are neat, complete and turned in on time.
        - I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
        - I will come to school on time. (Parents, this one depends on you also.)
        I will not:
        - I will not leave school before it's over, except for a field trip or when I have written permission.
        - Parent clarifications:
            o Homework is assigned Monday through Friday.

- o You must arrange prior approval from the office to remove your child from the classroom during school hours.
- o Arriving at school "on time" is between 7:00 and 8:05 a.m.

C. How I Behave and What I Bring to School
I will:
- I will greet visitors in a friendly way.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear clean school uniforms to school.
- I will eat only in the designated areas.

I will not:
- I will not wear sandals, open back, open toe, or platform shoes.
- I will not bring gum, candy, soda in cans or glass bottles.
- I will not bring: beepers, cell phones, large amounts of money, jewelry, radios, electronic games, or trading cards to school.
- I will never bring any type of weapon to school – not a real weapon or a toy one.

Students who choose to follow the rules will have the following positive experiences:
- Teacher praise
- Parent contact – "Good News" phone calls
- Recognition at assemblies
- Spend quality time with a staff member

Students who choose not to follow the rules will have the following consequences:
- Verbal reminder and redirection by staff member.
- Time Out in classroom
- Loss of morning and/or lunch recess
- Parent contact.
- Alternate classroom placement.
- Referral to principal
- Suspension (home or in school).

Parents/Teachers:
Expectations:
Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences:
The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior.

Appendix X

Accountability Matrix

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46%	10%						
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: **2008 2009 Change** Mc Kinley EL 31 37 6.0 Miramonte EL 22 27 5.0 Parmalee EL 30 35 5.0 Total Feeder 28 33 5.3 Mc Kinley EL 31 37 6.0 New School- Projected 5-Year Growth **2010** **2011** **2012** **2013** **2014** 67.6% 78.4% 89.2 % 100 % 100%	10%	All Students	**Language Arts** • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute	General Funds	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Language Arts: • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Exam rubrics that assess both skills of	Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
			educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**		conventions and content proficiency.		
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade: 2008 2009 Change Mc Kinley EL 46 46 0.0 Miramonte EL 37 41 4.0 Parmalee EL 49 49 0.0 Total Feeder 44 45 1.3 Mc Kinley EL 46 46 0.0 *New School-* *Projected 5-Year Growth* 2010 2011 2012 2013 2014 68.5% 79.0% 89.5 % 100 % 100%		All Students	**Math** • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs. **Math Manipulatives** • Regular use of hands-on supplemental math instruction. • Base-ten Blocks,	General Funds	**Math** • Increase the # of students that are proficient on the mathematics benchmark assessments. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all Assessments. • Students score 80% or better on all Math benchmark assessments.	Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
			Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc… **Intervention Teachers** - Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** - Mind Institute educational software - Study Island - DataDirector **ELD Summer Term** **Summer School Intervention**				
% Proficient/Advanced CST Science and Social Science: 2008 2009 Change Mc Kinley EL 16 21 5.0 Miramonte EL 31 39 8.0 Parmalee EL 36 38 2.0 Total Feeder 28 33 5.0 Mc Kinley EL 16 21 5.0 New School- Projected 5-Year Growth 2010 2011 2012 2013 2014 67.6% 78.4% 89.2 % 100 % 100%	10%	All Students	**Science** - Common standards-based assessments in Language Arts, Math, and Science. - Prescriptive intervention that Identifies and assists struggling students on a weekly basis. - Supplemental, small Group instruction with "Highly	General Funds	**Science:** - Teacher observation - Teacher anecdotal records - Teachers use progress-monitoring data to address student-specific needs. - Students score 80% or better on the most recent Science content assessments. - Students score	Administrative and Instructional Staff	

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
			Qualified Teacher" • Use progress-monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**		80% or better on all Assessments. • Pre/post assessments based on CST Science administered to 4th and 5th grade students.		
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 2008 2009 Change CST ELA Mc Kinley EL 31 30 -1.5 CST Math Mc Kinley EL 20 29 8.8 CST Science Mc Kinley EL 16 21 5.0 CST ELA Miramonte EL 42 39 -3.3 CST Math Miramonte EL 37 32 -5.3 CST Science Miramonte EL 36 29 -7.0	-10	All Students	**Language Arts** • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly	General Funds	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** **Language Arts:** • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific	Administrative and Instructional Staff	August 2010/ Ongoing

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities					LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
CST ELA	Parmalee EL	38	35	-3.3			Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention** <u>Math</u> • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction		needs. • Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Assessment rubrics that assess both skills of conventions and content proficiency. <u>Math</u> • Increase the # of students that are proficient on the mathematics periodic assessment. • Teacher observation		
CST Math	Parmalee EL	29	30	0.8							
CST Science	Parmalee EL	37	31	-6.0							
CST ELA	Total Feeder	37	34	-2.7							
CST Math	Total Feeder	29	30	1.4							
CST Science	Total Feeder	30	27	-2.7							

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
			with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs. **Math Manipulatives** • Regular use of hands-on supplemental math instruction. • Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc… **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**		• Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all Crescendo Project Assessments. • Students score 80% or better on all Math content assessments.		

South Region ES #2

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date

Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.
 	
          2008 2009 <u>Change</u>
Mc Kinley EL 2   3   1.0
Miramonte EL 2   3   1.0
Parmalee EL 1   1   0.0
Total Feeder 2   2   0.7
Mc Kinley EL 2   3   1.0
 	
Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.
 	
        2008 2009 Change
African Amer Mc Kinley EL 0 0 0.0
Hispanic Mc Kinley EL 2 3 1.0
African Amer Miramonte EL 0 5 5.0
Hispanic Miramonte EL 2 3 1.0
African Amer Parmalee EL 0 0 0.0
Hispanic Parmalee EL 1 1 0.0
African Amer Total Feeder 0 2 1.7
Hispanic Total Feeder 2 2 0.7
	varies by school
	
	varies by school
		All Students	Identify and serve qualifying students from within the greater school community.
			
			Follow established process of identification.
			  • Search and Referral
			  • Screening
			  • Committee Review
			  • District Verification
			
			Differentiated instruction to meet needs for acceleration, complexity, and depth in the study of curriculum.
				General Funds	• Increase number of state identified Gifted students	Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy w be implemented and projected date of completion*
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: 2008 2009 Change African Amer Mc Kinley EL 24 24 0.0 Hispanic Mc Kinley EL 33 39 6.0 ELL Mc Kinley EL 15 26 11.0 SWD Mc Kinley EL 4 2 -2.0 African Amer Miramonte EL 11 27 16.0 Hispanic Miramonte EL 23 27 4.0 ELL Miramonte EL 10 11 1.0 SWD Miramonte EL 6 5 -1.0 African Amer Parmalee EL 11 31 20.0 Hispanic Parmalee EL 30 35 5.0 ELL Parmalee EL 16 13 -3.0 SWD Parmalee EL 4 0 -4.0 African Amer Total Feeder 15 27 12.0 Hispanic Total Feeder 29 34 5.0 ELL Total Feeder 14 17 3.0 SWD Total Feeder 5 2 -2.3	10%	African American Hispanic/Latino ELL SWD	**State-wide Assessment Program** • 100% participation of students with disabilities **100% of students with SLD and SLI will participate in Regular Ed classrooms.** **Differentiated instructional strategies utilizing appropriate modifications and accommodations taught by appropriate personnel.** **Co-planning and Co-teaching between regular and Special Ed teachers.** • Class and Student-based Action Plans Language Arts • Common standards-based assessments in Language Arts, Math, and Science.		<u>Special Needs</u> • Increased performance levels on site-based assessments. • Increased number of SWD scoring proficient and advanced on CST in Language Arts and Math • Meeting IEP goals. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent Science	Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
Prof/Adv CST Math Subgroups: 2008 2009 Change African Amer Mc Kinley EL 33 34 1.0 Hispanic Mc Kinley EL 48 49 1.0 ELL Mc Kinley EL 37 38 1.0 SWD Mc Kinley EL 12 11 -1.0 African Amer Miramonte EL 7 40 33.0 Hispanic Miramonte EL 38 41 3.0 ELL Miramonte EL 26 27 1.0 SWD Miramonte EL 11 13 2.0 African Amer Parmalee EL 29 35 6.0 Hispanic Parmalee EL 50 50 0.0 ELL Parmalee EL 37 29 -8.0 SWD Parmalee EL 9 9 0.0 African Amer Total Feeder 23 36 13.3 Hispanic Total Feeder 45 47 1.3 ELL Total Feeder 33 31 -2.0 SWD Total Feeder 11 11 0.3			• Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention** **Math** • Common standards-based		content assessments. • Students score 80% or better on all Crescendo Project Assessments. **Language Arts:** • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Assessment rubrics that assess both skills of conventions and content proficiency.		

South Region ES #2

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
		List the subgroups.	*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	*Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	*Indicate when the strategy will be implemented and projected date of completion.*
			assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs. **Math Manipulatives** • Regular use of hands-on supplemental math instruction. • Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc… **Intervention Teachers** • Supplemental small group, standards-		**Math** • Increase the # of students that are proficient on the mathematics periodic assessment. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all benchmark Assessments.		

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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			based instruction. **Afterschool tutoring with classroom teacher** **Education Technology** - Mind Institute educational software - Study Island - DataDirector **ELD Summer Term** **Summer School Intervention**		• Students score 80% or better on all Math content assessments.		
Accelerate the performance of Standard English Learners (SEL)	10%	African American Hispanic/Latino ELL SWD	**State-wide Assessment Program** 100% participation of students with disabilities **100% of students with SLD and SLI will participate in Regular Ed classrooms.** **Differentiated instructional strategies utilizing appropriate modifications and accommodations taught by appropriate personnel.**		<u>Special Needs</u> - Increased performance levels on site-based assessments. - Increased number of SWD scoring proficient and advanced on CST in Language Arts and Math	Administrative and Instructional Staff	August 2010/ Ongoing

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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
			Co-planning and Co-teaching between regular and Special Ed teachers. • Class and Student-based Action Plans **Language Arts** • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-		• Meeting IEP goals. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent Science content assessments. • Students score 80% or better on all Crescendo Project Assessments. **Language Arts:** • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent fluency,		

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Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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			based instruction. **Afterschool tutoring Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term Summer School Intervention** **Math** • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs.		vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Assessment rubrics that assess both skills of conventions and content proficiency. Math • Increase the # of students that are proficient on the mathematics periodic		

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High Academic Achievement Action Plan

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			Math Manipulatives • Regular use of hands-on supplemental math instruction. • Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc… **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring with classroom teacher** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**		assessment. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all benchmark Assessments. • Students score 80% or better on all Math content assessments.		
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 							

	2008	2009	Change
Mc Kinley EL	53	52	-1.0
Miramonte	50	52	2.0

Accountabilities	LAUSD Target	Strategies/Activities	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
(continued)	10%	**State-wide Assessment Program**	**Special Needs** • Increased	Administr	August 2010/

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High Academic Achievement Action Plan

Accountabilities				LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*

EL
Parmalee
					African American Hispanic/Latino ELL SWD	• 100% participation of students with disabilities
						100% of students with SLD and SLI will participate in Regular Ed classrooms.
						
						Differentiated instructional strategies utilizing appropriate modifications and accommodations taught by appropriate personnel.
						
						Co-planning and Co-teaching between regular and Special Ed teachers.
						   • Class and Student-based Action Plans
						
						<u>Language Arts</u>
						
						   • Common standards-based assessments in Language Arts, Math, and Science.
						   • Prescriptive intervention that Identifies and assists struggling students on a weekly basis.
								performance levels on site-based assessments.
								
								• Increased number of SWD scoring proficient and advanced on CST in Language Arts and Math
								
								• Meeting IEP goals.
								• Teacher observation
								• Teacher anecdotal records
								• Teachers use progress-monitoring data to address student-specific needs.
								• Students score 80% or better on the most recent Science content assessments.
								• Students score 80% or better on all Crescendo Project Assessments.
								
								<u>Language Arts:</u>
									ative and Instructional Staff	Ongoing

EL Total Feeder	61 55	58 54	-3.0 -0.7	-2.0 2.0 -3.8						

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High Academic Achievement Action Plan

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			• Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention** Math • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and		• Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Assessment rubrics that assess both skills of conventions and content proficiency.		

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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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			assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs. **Math Manipulatives** • Regular use of hands-on supplemental math instruction. • Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc… **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring with classroom teacher** **Education Technology** • Mind Institute educational		**Math** • Increase the # of students that are proficient on the mathematics periodic assessment. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all benchmark Assessments. • Students score 80% or better on all Math content assessments.		

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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			software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**				
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT **2008 2009 Change** Mc Kinley EL 17 22 -0.7 Miramonte EL 12 18 6.0 Parmalee EL 23 28 5.0 Total Feeder 17 23 5.3 Mc Kinley EL 17 22 -0.7	3%	ELL	**SDAIE Strategies** • Academic Language • Active Learning • Access Prior Knowledge • Build New Knowledge • Collaborative Problem Solving • Cultural Affirmation • Teacher Modeling and Demonstration of instructional components • Using Thinking Maps • Higher Order Thinking Skills (HOTS) • Intergrating ELD standards into all content areas. • Use of visual aides • Use of verbal and non-verbal cues	General Funds	• CELDT • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments. • Students score 80% or better on all Assessments. Writing: • Students scoring proficient on School Wide Writing Assessment rubrics that assess both skills of conventions and content proficiency.	Administrative and Instructional Staff	August 2010/ Ongoing

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Los Angeles Unified School District
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			• Total Physical Response (TPR) • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress monitoring data to address student-specific needs. **Parent Workshops** • At-home strategies for skill practice. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**				
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST **2008 2009 Change** ELA Mc Kinley 15 26 11.0	5%	ELL	See strategies/activities for AMAO 1	General Funds	See monitoring indicators for AMAO 1	Administrative and Instructional	August 2010/ Ongoing

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High Academic Achievement Action Plan

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Math Mc Kinley 37 38 1.0 ELA Miramont 10 11 1.0 Math Miramont 26 27 1.0 ELA Parmalee 16 13 -3.0 Math Parmalee 37 29 -8.0 ELA Feeder Total 14 17 3.0 Math Feeder 33 31 -2.0						Staff	
Increase EL reclassification rates at the elementary, middle, and high school levels 2008 2009 Change Mc Kinley 13 8 -5.0 Miramonte 10 13 3.0 Parmalee Total 15 19 4.0 Feeder 13 13 0.7 Mc Kinley 13 8 -5.0	5%	ELL	Articulate requirements for reclassification to all stakeholders. Send notice of, and hold regular meetings to inform parent and teachers and gain input in assisting their child to attain proficiency, achieve at high levels, and meet grade level and ELD standards. Teachers meet with parents each reporting period to discuss reclassification	General Funds	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters	Administrative and Instructional Staff	August 2010/ Ongoing
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 2008 2009 Change ELA Mc Kinley 29 28 -1.0	35% ELA 35% Math	SWD	**State-wide Assessment Program** • 100% participation of students with	General Funds	• Increased performance levels on site-based assessmen	Administrative and Instruction	August 2010/ Ongoing

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High Academic Achievement Action Plan

Accountabilities					LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion*
Math	Mc Kinley	16	19	3.0			disabilities **100% of students with SLD and SLI will participate in Regular Ed classrooms.** **Differentiated instructional strategies utilizing appropriate modifications and accommodations taught by appropriate personnel.** **Co-planning and Co-teaching between regular and Special Ed teachers.** • Class and Student-based Action Plans • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that Identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified		ts. • Increased number of SWD scoring proficient and advanced on CST in Language Arts and Math. • Meeting IEP goals. • Teacher observation • Teacher anecdotal records • Teachers use progress-monitoring data to address student-specific needs. • Students score 80% or better on all Assessments.	al Staff	
ELA	Miramonte Miramonte	15	19	4.0							
Math	e	24	24	0.0							
ELA	Parmalee	15	12	-3.0							
Math	Parmalee Total	24	19	-5.0							
ELA	Feeder Total	20	20	0.0							
Math	Feeder	21	21	-0.7							

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			Teacher" • Use progress-monitoring data to address student-specific needs. **Intervention Teachers** • Supplemental small group, standards-based instruction. **Afterschool tutoring** **Education Technology** • Mind Institute educational software • Study Island • DataDirector **ELD Summer Term** **Summer School Intervention**				

(Name) School

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 67.1% 72.4% +5.3%	8%				• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)		
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 57% 60% +3%	6%				• Increased participation in CAHSEE preparation		
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%	6%				Monitor students at risk: • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%.		

South Region ES #2

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. <u>07-08</u> <u>08-09</u> <u>Change</u> 25% TBD% +__%	80%	All Students	Ensuring our students are proficient in math, and prepared to take algebra in the 8th grade will increase the number of our students who will successfully satisfy the A-G course requirements.	General Funds	A-G enrollment and passing rates • Decrease the number of students receiving Fails in A-G courses by 10%. • Increase the percent of students earning C's or higher in A-G courses.	Administrative and Instructional Staff	August 2010/ Ongoing
Increase students preparedness for College Career Readiness		All Students	Principal Honor Roll Attendance Awards	General Funds	• Students getting 3 or 4 on report cards • Students maintaining high levels of attendance. • Students scoring 80% or higher on Crescendo project and content area assessments.	Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). **% of Parents that Responded:** Feeder School 2009 McKinley EL 26% Miramonte EL 24% Parmelee EL 31% Total Feeder school % Parents that responded: 2009 27% New School- Projected 5-Year Growth Baseline = 27% (2009 total Parents that responded) 2010 2011 2012 2013 2014 67.6% 78.4% 89.2% 100% 100% (+10.8%)(+10.8%)(+10.8%)	At least 90% of parents respond "Strongly agree" or "agree"	All Parents	Provide opportunities for parent participation both on and off-site. Scheduled end of reporting period parent conferences, and mid-trimester proficiency conferences. Provide a warm, welcoming environment that encourages and bolsters parent participation. Establish and maintain high levels of School-Home communication. Parent Surveys to drive workshop development. Parent workshops • Math • Literacy • Survey results-based workshops	General Funds	• **Increased response rates** – 100% participation • **Welcoming environment and opportunities to participate** – increase to 100% parent positive responses. • **Parent home involvement** - Increase to 100% parent positive responses. • **Communication** – Communication should be consistent and expected. • Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Administrative and Instructional Staff	August 2010/ Ongoing

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Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
2009 McKinley EL Opportunities 95% Feel Welcome 96% Involvement 41% Miramonte EL Opportunities 92% Feel Welcome 88% Involvement 44% Parmelee EL Opportunities 91% Feel Welcome 89% Involvement 44% **Total** **Feeder School % Parent Survey** 2009 Opportunities 93% Feel Welcome 91% Involvement 43% **New School-** **Projected 5-Year Growth** Baseline = 93% (2009 total Opportunites) Baseline = 91% (2009 total Feel Welcome) Baseline = 43% (2009 total Involvement) 2010 2011 2012 2013 2014 Opportunities 100% 100% 100% 100% 100% Feel Welcome 100% 100% 100% 100% 100% Involvement 60% 70% 80% 90% 100% (+10%) (+10%) (+10%) (+10%)							

South Region ES #2

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*

South Region ES #2

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*

The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)
 	
% of students that responded:
Feeder School   2009
McKinley EL   98%
Miramonte EL   0%
Parmelee EL   91%
 	
Total
Feeder school % of students that responded:
      2009
      63%
 	
**New School
Projected 5-Year Growth**
 	
Baseline = 63% (2009 total students that responded)
2010 2011 2012 2013 2014
80% 100% 100% 100% 100%
(+20%)
 	
% of students "strongly agree" or "agree" that they feel safe in their school :
 	
Feeder School   2009
McKinley EL   80%
Miramonte EL   0%
Parmelee EL   80%
 	
Total
Feeder school % of students "strongly agree" or "agree" that they feel safe in their school.
      2009
      53%
	At least 90% of students respond "strongly agree" or agree	All Students	Provide safe, clean, welcoming campus, that is sensitive and responsive to the needs of it students and families.	General Funds	• Increased and improved parent partnerships and welcoming environments
					• Increased external partnerships to support instructional incentives and parent participation support
					• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home
					• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home
						Administrative and Instructional Staff	August 2010/ Ongoing

South Region ES #2

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
New School **Projected 5-Year Growth** Baseline = 53% (2009 total students that responded that they feel safe in their school.) 2010 2011 2012 2013 2014 90% 100% 100% 100% 100% (+10%)							
Decrease the number of suspensions **District** 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD **Feeder Schools** 07-08 08-09 Change McKinley EL 0% 0% 0% Miramonte EL 1% 2% 1% Parmelee EL 0% 1% 1% **Total** Feeder school % of students suspended: 07-08 08-09 0% 1% **New School** **Projected 5-Year Reduction** Baseline = 1% (2009 total % students suspended) 2010 2011 2012 2013 2014 0% 0% 0% 0% 0%	25%	All Students	**Character Counts Program** • Character education for all students based on the six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). • School-wide activities and assemblies to reinforce and reward positive character traits. • Parent education in school-wide behavioral expectations.	General Funds	• Decrease the number of suspension until they are non-existant. • Increase the number of preventive school-wide discipline plans that are effectively implemented.	Administrative and Instructional Staff	August 2010/ Ongoing
Increase attendance of staff and students **Feeder Schools-**	96%	All Students	Principal Honor Roll Scholar of the Week/Day Attendance Awards	General Funds	• Increase attendance incentives/rewards systems	Administrative and Instructional	August 2010/ Ongoing

South Region ES #2

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Staff and Student Attendance: <u>07-08</u> <u>08-09</u> <u>Change</u> <u>McKinley EL</u> Students: 97% 97% 0% Staff: 93% 94% +1% <u>Miramonte EL</u> Students: 95% 95% 0% Staff: 93% 95% +2% <u>Parmelee EL</u> Students: 95% 95% 0% Staff: 93% 94% +1% <u>Total</u> Feeder school % of staff and student attendance: <u>2008</u> <u>2009</u> <u>Change</u> Student : 96% 96% 0% Staff : 93% 94% +1% **New School** **Projected 5-Year Growth** Baseline = 96% (2009 total % student attendance) <u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u> 100% 100% 100% 100% 100% Baseline = 94% (2009 total % staff attendance) <u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u> 100% 100% 100% 100% 100%	96%		Increase student attendance incentives/rewards systems School-wide student recognition Increase staff attendance incentives/rewards systems School-wide staff recognition		• School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	Staff	

South Region ES #2

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools In PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.		

Appendix XI

Professional Development Calendar

Celerity Charter School
PD Calendar 2010-2011

August 2010

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

September 2010

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

October 2010

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

November 2010

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

December 2010

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

January 2011

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

August 2010
- 8/23 – 27/10 – Summer PD/Induction 8am – 4pm daily
- 8/30/10 – Pupil Free Day-Meet & Greet
- 8/31/10 – First day of instruction

September 2010
- 9/1/10 – Weekly Staff PD 3:15-4:30 pm
- 9/6/10 – Labor Day Holiday
- 9/8/10 – Weekly Staff PD 3:15-4:30 pm
- 9/15/10 – Weekly Staff PD 3:15-4:30 pm
- 9/22/10 – Weekly Staff PD 3:15-4:30 pm
- 9/29/10 – Weekly Staff PD 3:15-4:30 pm

October 2010
- 10/6/10 – Back-to-School Night
- 10/13/10 – Weekly Staff PD 3:15-4:30 pm
- 10/22/10 – Teacher Prof Development Day 8am – 4pm
- 10/27/10 – Weekly Staff PD 3:15-4:30 pm

November 2010
- 11/3/10 – Weekly Staff PD 3:15-4:30 pm
- 11/10/10 – Weekly Staff PD 3:15-4:30 pm
- 11/11/10 – Veteran's Holiday
- 11/17/10 – Weekly Staff PD 3:15-4:30 pm
- 11/24/10 Weekly Staff PD 3:15-4:30 pm
- 11/25/10-11/26/10 – Thanksgiving Holiday

December 2010
- 12/1/10-12/3/10 – Parent Conferences – Early Dismissal 2 pm
- 12/8/10 – Weekly Staff PD 3:15-4:30 pm
- 12/35/10 – Weekly Staff PD 3:15-4:30 pm
- 12/17/10 – Teacher Prof Development Day – 8am – 4pm
- 12/20/10-12/31/10 – Winter Break

January 2011
- 1/1/11 – 1/9/11 – Winter Break
- 1/10/11 – Classes Resume
- 1/12/11 – Weekly Staff PD 3:15-4:30 pm
- 1/17/11 – Martin Luther King, Jr. Holiday
- 1/19/11 – Weekly Staff PD 3:15-4:30 pm
- 1/26/11 – Weekly Staff PD 3:15-4:30 pm

- **February 2011**

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

March 2011

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

April 2011

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

May 2011

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

June 2011

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

Celerity Exceeds ALL State Requirements

	State Required Instructional Time	Celerity's Instructional Time Offered
Kinder	36,000 minutes	58,950 minutes
	175 days	180 days
Grades 1 – 3	50,400 minutes	58,950 minutes
	175 days	180 days
Grades 4 – 6	54,000 minutes	58,950 minutes
	175 days	180 days

February 2011
- 2/18/11 – Teacher Prof Development Day
- 2/21/11 – Presidents' Holiday
- **February – 18 Instructional Days**

March 2011
- 03/9/11 Open House
- 3/21/11-3/25/11 – Parent Conferences – Early Dismissal 2pm
- 3/31/2011 – Teacher Prof Development Day
- **March – 22 Instructional Days**

April 2011
- 4/15/11 – Teacher Prof Development Day
- 4/18/11-4/22/11 – Spring Break
- 4/25/11 – Classes Resume
- **April – 15 Instructional Days**

May 2011
- 5/30/11 – Memorial Day Holiday
- **May – 21 Instructional Days**

June 2011
- 6/22/11 – Last Day of Instruction
- 6/23/11 –End of the Year Pupil Free Day
- **June – 16 Instructional Days**

Total Instructional Days 10-11 School Year – 180

Total Instructional Minutes = 58,950

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

Celerity Charter School
Summer Calendar 2010

July 2010

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

- 7/1/10 – First day of Summer School
- 7/5/10 – Holiday – No Summer School
- 7/29/10 – Last day of Summer School
- **July– 20 Instructional Days**

July 2010

Appendix XII

Leadership Team

Raquel E. Nieto-Tyler

4808 Burgoyne Lane · La Cañada, CA 91011 · Phone (818) 336-0259 · E-Mail: raqueln01@yahoo.com

Objective
A competent, dynamic, highly motivated MBA graduate with over 10 years experience in leadership roles. Possessing excellent Microsoft Office communications and inter personal skills, now seeking to obtain a managerial position with a high growth company with upward mobility opportunities. Excellent organizational and analytical skills, combined with the ability to lead personnel and projects. Willingness to take on multiple challenges with tight deadlines. Excellent communication skills teamed with the ability to develop rapport with individuals at all levels. Dedicated and committed to excellence in performance.

Experience

03/2008-Present   **Celerity Educational Group**   **Los Angeles, CA**
Executive Assistant

- Providing administrative support including scheduling meetings and conference calls, maintaining calendars, as well as receiving and screening communications to determine those that require priority attention.
- Managing correspondence, including composing routine and non-routine correspondence independently and as directed by the CEO.
- Creating and maintaining Microsoft Office databases for on-going projects.
- Conducting intensive Internet research for various educational projects.
- Providing administrative "back office" support to the Executive Director, the Business Manager, the Board of Directors, and other staff members as required, for all Celerity Educational Group (CEG) Administrative processes, human resources functions, document creation/retention and financial management.
- Utilizing office management skills to design and drive timelines for various projects, to follow-up with others who have a role in achieving those goals and deadlines, raising concerns on any foreseeable issues and making suggestions for improvements to management in order to better achieve those goals.
- Ability to communicate effectively with CEG management, staff, students and their parents.

03/2006-02/2008   **Nestlé USA**   **Glendale, CA**
Business Systems Analyst/Trainer

- Primary trainer and production support contact for the 1SYNC & WPC (IBM WebSphere Product Center) applications that directly work with GLOBE SAP to gather and synch item information. Includes working with direct users as well as following up on systems backend issues.
- Trained and supervised two contractors from 08/2006 to 05/2007who were hired to support the systems migration to GLOBE SAP.
- Planning out and prioritizing Global Data Synchronization (GDS- a global initiative to exchange item master data between supplier and trading partners utilizing a global, standardized based network) projects, in order to meet management and customer's various time-line expectations. Create Access database and queries for customers in various GDS stages, which include: Phase I (testing in pre-production & production environments), Phase II (initial implementation), Phase III (achievement of 100% data synchronization), and Phase IV (maintenance of existing accounts). Current '07 projects include moving AWG & Safeway through Phase I & II, progress Super Valu to complete Phase III by end of 4th quarter, and plan Wegmans continuous support of Phase IV.
- Working closely with the Master Data team, Packaging, Sales, Marketing and Supply Chain departments to maintain existing accounts and skus, as well as coordinating the implementation of new skus. Run Athanor reports against materials ensuring data conforms to the industry's GS1, Global Registry Standards and internal guidelines.
- Create, execute and record test scenarios for system enhancements. Support testing phase project from

CIS to Price Point and from BEST SAP to GLOBE GDS/WPC.

- Created 1st GDS Newsletter in 4 qtr. '07, that was sent out to Nestlé sales teams to keep them informed of items out of sync from the retail price list and customer initiatives to be 100% sync'd with their suppliers.
- Secondary production support for Customer ASN and Third Party EDI (WINS) issues. Involves working closely with the business and technical teams as well as outside Application Service Providers and partners to resolve system production issues relating to several interfaces within SAP. Technologies include: EDI, AS2, Mercator, Harbinger.

06/1999-03/2006   Master Foods USA, A Mars Inc. Co.   Vernon, CA
Customer Logistics Lead

- Utilized key performance measures, (including On-time & Complete, Order fill, Line fill, Case Fill, inventory turns, DC and Retail service levels, lead-time or other customer-specific metrics) to meet and exceed customer's service expectations. Interfaced with customers to help them proactively manage their orders and qualify for our incentive programs. Major accounts responsible for included Costco and Petsmart
- Provided time specific reporting and communication for period-end, year-end and crisis management activities.
- Trained and developed a team of associates responsible for resolving daily operational issues across all business units (Pet, Confectionary, Food). Coached and led them to meet & exceed specific service metric objectives set forth by the customers and company.
- Recommended, supported and drove business decisions with accurate, actionable and credible cost analysis on warehousing and logistical expenses. Worked on a 2-year project working with distribution of overstock, aged and damaged product. Also, in 2005, collaborated with Finance and recommended ways to reduce the number of pricing, promotion and return deductions by 20%.
- Worked collaboratively with customers as well as internal clients to create solutions acceptable to all parties. Acted as liaison between Field sales, Logistics Operations, Ops/Production Planning, Demand/Sales planning to resolve critical service/supply chain issues on a daily basis.
- Obtained a high level of knowledge of all key systems and processes involved in creating customer orders, order entry and maintenance, EDI, VMI, inventory allocation, invoicing and processing customer payments.

01/1996-06/1999   Doug Mockett & Company   Torrance, CA
Office Manager/Customer Service Manager/Call Center Manager

- Responsible and accountable for leading a team of ten to ensure the achievement of high service standards and customer satisfaction goals.
- Reviewed call-volume reports and determined staffing needs for adequate phone coverage.
- Monitored service levels and evaluated performance in order to provide guidance and constructive feedback both on a daily and quarterly basis.
- Provide developmental opportunities by streamlining and integrating existing positions.
- Led monthly company-wide meetings to interface with other departments in order to discuss critical issues as well as identify cost saving opportunities and business improvements.
- Took an active HR role, which included: Mediating staff and customer grievances, perform the hiring interviews and annual staff performance reviews, as well as conduct the initial orientation and training. Also, generated a company manual pertaining to company policies and employee benefits.
- Developed training manuals on order & inventory management and the processing of payment transactions.
- Reported directly to vice president on all aspects of daily office management.
- Started a company newsletter, which published once a month.

09/1995-06/1997   Centinela Valley Union High School District   Lawndale, CA

English as a Second Language Teacher
- Instructed adult students in beginning English courses.
- Developed lesson plans utilizing various educational sources and techniques.
- Administered testing to continually evaluate a student's progress.
- Substituted within the same school district various other academic courses on an on-call basis.

09/1990-06/1995

Instructional-Aide
- Worked cooperatively with teachers in the classroom as well as on a one-on-one basis with students in the E.S.L. and Special Education Programs in a variety of subjects.
- Developed, administered and graded the curriculum and exams.
- Developed and maintained individual progress records.

Education   April 2001 · University of Redlands   ·   Redlands, CA · Masters of Business Administration
June 1995 · Cal State University of Los Angeles · Los Angeles, CA · Bachelor of Science in Business
Administration

Skills   Strong computer skills (MS Office Suite: Word, Excel, Access, PowerPoint, Project and Outlook), Lotus
1-2-3, Lotus Notes and Business Objects. Industry Specific Systems include: GLOBE SAP, ESS, CSS,
FGS, DRP, 1SYNC, WPC and Athanor. Strong interpersonal and communications skills. Strong
analytical skills.

References available upon request.

VIELKA MCFARLANE

SUMMARY OF QUALIFICATIONS

I am currently the Executive Director of the Celerity Educational Group. Prior to founding Celerity, I was an Administrator for the Los Angeles Unified School District's Program Improvement Branch and for the Charter Schools Office. I was also the Principal at Overland Avenue Elementary School, one of the highest performing schools in Los Angeles Unified School District. I have experience as a classroom teacher, principal and district administrator. Most importantly, I have experience in delivering support services to traditional and charter schools.

CREDENTIALS

Professional Administrative Credential
Clear Professional Multiple Subject Teaching Credential
Bilingual Certificate of Competence
Behavior Intervention Case Management

EDUCATION

Pepperdine University (in progress)   Los Angeles, CA
- EDD Organizational Leadership

National University   Los Angeles, CA
- M.S. Educational Administration

California State University   Los Angeles, CA
- B.A. Economics

PROFESSIONAL EXPERIENCE

April 2005 – June 30, 2005   LAUSD
- Coordinator, Program Improvement Branch

February 2004 – April 2005   LAUSD
- Coordinator, Charter Schools Office

February 2002 – February 2004   LAUSD
- Principal, Overland Avenue Elementary

January 2000 – February 2002   LAUSD
- Assistant Principal, EIS, 20th Street Elementary

July 1995 – January 2000   LAUSD
- Bilingual Coordinator, Main Street Elementary

October 1991 – June 1995   LAUSD
- Teacher in self contained bilingual classrooms

FOREIGN LANGUAGES SPOKEN

Spanish

26145 S. Frampton Avenue   Cell:310-922-4262
Unit F   Email:
Harbor City, CA 90710   gcanada@celerityschools.org

Grace Shin Won Kim Canada

Objective   To obtain an administrative position as a District Coordinator.

Experience

2005-present   Celerity Nascent Charter School Los Angeles, CA
Principal

2003-2005   Overland Avenue School   Los Angeles, CA
Assistant Principal, Elementary Instructional Services

2002-2003   Sixty-Sixth Street School   Los Angeles, CA
Literacy Coach

1999-2002   Sixty-Sixth Street School   Los Angeles, CA
Classroom Teacher
Grade-Level Chair

1997-1999   Woodworth Elementary School   Inglewood, CA
Classroom Teacher

Education

Pepperdine University   **Los Angeles, CA**
E.D.D. Organizational Leadership
(In Progress)

Pepperdine University   **Los Angeles, CA**
M.S. Educational Administration
Preliminary Administrative Credential

Chapman University   **Los Angeles, CA**
M.A.E., emphasis in Curriculum and Instruction
Clear Professional Multiple Subjects Credential

Occidental College   **Los Angeles, CA**
B.A. Biology

Appendix XIII

Job Descriptions

BUSINESS MANAGER

DEFINITION
   Supervises and the business operations of Celerity Educational Group including functions such as budget, financial operations, food services, purchasing, and facilities management.

TYPICAL DUTIES
   Plans, coordinates and provides general supervision over non-instructional-related activities such as:

1. School site budgetary development, monitoring, forecasting and implementation
2. Financial activities related to the school budget, and student body activities
3. Food services functions
4. Purchasing, inventory, and receiving functions and the distribution of supplies and materials
5. Plant management and maintenance of buildings, grounds, and equipment
6. Coordination of site usage by third parties or between competing school needs
7. School safety plan, illness and injury prevention plan preparation, administration and reporting
8. Student attendance tracking and reporting
9. Student body finance
10. Sets priorities for subordinate supervisors and reviews and inspects school facilities and business operations to determine the need for possible change or improvement.
11. Communicates with community, parents, employees, Central Office administrators, and staff regarding business-related functions of the schools.
12. Interprets laws, regulations, Celerity's rules and policies and communications.
13. Evaluates the business-related technological needs of the school and provides liaison with representatives of the Celerity's Information Technology operation.
14. Prepares reports related to the areas of responsibility assigned the position.
15. Presents written and oral reports to school staff concerning overall non-instructional program.
16. Performs related duties as assigned.

SUPERVISION
   Administrative direction is received from the Chief Executive Officer. General supervision is given to lower level supervisors and staff responsible for non-instructional functions at a school related to areas such as budget, financial activities, attendance reporting, food services and facilities management.

QUALIFICATIONS
   Knowledge of:

   Principles and practices of business and public administration as they relate to organization and management, budget preparation and control, cost accounting, fiscal and personnel management and public relations
   Administrative organization of Celerity Educational Group
   Legal bases and sources of finances of California public education
   Basic concepts and applications of electronic data processing, accounting software, spreadsheets, and database software
   Principles of public relations and leadership

   Ability to:

Estimate project requirements and organize resources to meet goals and deadlines

Administer and lead heterogeneous activities and work through subordinate staff

Analyze and evaluate the effectiveness of plans, policies, programs, and organizations

Understand, interpret, and prepare reports, documents, and correspondence pertaining to complex issues and concerns

Formulate and express ideas clearly and concisely in written reports

Make effective oral presentations and conduct meetings

Explain established policies, procedures, and goals and delegate their implementation

Analyze cost figures and statistical data for the development of administrative controls, record systems, and financial forecasts

Establish and maintain effective relations with the community, parents, outside contractors, Celerity personnel, and representatives of public agencies, special interest groups, and the public

Make decisions and consider options objectively

Maintain composure and remain calm under stress

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree, preferably with a major in accounting, business or public administration. Courses in accounting and data processing are preferable.

Experience:

Three years of experience in positions with responsibility for such activities as administrative analysis, data system analysis, financial analysis, and report writing. Two years must have been in a supervisory capacity over staff involved with: finance, contract administration, data processing, environmental health and safety, personnel administration, food services, facilities management, and procurement of material.

Special:

A valid California Driver License.
Use of an automobile.

SPECIAL NOTES

1. Exempt from Fair Labor Standards Act
2. Management class

This description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

Celerity Educational Group
Curriculum Specialist

Assist in the implementation of effective reading/language arts and math programs by serving as Curriculum Specialist for K-8 teachers. The role of Curriculum Specialist is a support position. The role of the Curriculum Specialist does not include the evaluation of teachers.

Duties:
- Under the direction of the school principal, provide support and assistance to all classroom teachers in the implementation of Celerity's reading/language arts and math programs
- Conduct demonstration lessons and assist with curriculum and pacing of programs to ensure that adopted reading materials are used as designed
- Conduct focused observations and provide "next step" support to all teachers
- Demonstrate lessons and support teachers in implementing strategies for English Learners and Standard English Learners including the English Language Support Guide, ESL Supplement, ESL Guide
- Assists 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 including English Language Learners, Academic English Learners, students enrolled in Special Education programs and all students with diverse learning needs
- Provide formal and informal feedback and professional development for teachers on instructional strategies and classroom practices aligned to research and standards-based instruction
- Meet regularly with sire administrators and teachers to articulate goals
- Plan and conduct professional development for paraprofessionals, parents, and community members
- Plan, facilitate, and attend grade level meetings/study groups to assist teachers in maintaining pacing of instruction and utilizing data to determine next instructional strategies for improving student achievement in reading/language arts and math
- Prepare forms, records, and reports for the purpose of monitoring implementation (e.g. pacing report, summary of assessment data)
- Serve as a resource to identify instructional strategies and maximize resources to support literacy and math
- Perform other duties as assigned

Required Qualifications:
- Three years of teaching experience at the elementary level
- Valid regular California Teaching Credential (or eligible)
- Experience in collaborative planning and delivery of differentiated staff development to classroom practitioners
- Literacy training
- Ability to travel to other sites/locations

Desirable Qualifications:
- Knowledge of differentiated classroom instructional practices that promote student academic success
- Knowledge and understanding of the needs of a diverse student population
- Strong oral and written communication skills

Assignment and Salary:
- Single Track School-C Basis
- Teacher Preparation Salary Table
- Receive a salary differential equivalent to 20 professional development days at the per diem rate

Celerity Educational Group Principal Job Description
Definition of job duties, roles, responsibilities and authority relationships

The position of Principal is a Full time/Exempt position/with an at-will-contract

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 Executive Director, 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 Executive Director, 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 Executive Director 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 Principal and Executive Director, 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 Executive Director.
9. The Principal will attend and prepare a report for each scheduled CEG board meeting. The report will take into consideration the school accountability plan.
10. The Principal will assist the Executive Director 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 Executive Director by March of each year.

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.
14. Serve on the Site-based Advisory Council.
15. Report directly to the Executive Director.
16. Other duties as needed and/or assigned.

Celerity Principal shall have direct supervision over all school based staff as designated by the Executive Director.

OFFICE ASSISTNAT

DEFINITION

Under immediate supervision, performs a variety of clerical duties of a routine and recurring nature.

TYPICAL DUTIES

Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.

Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports.

Checks forms and records for completeness and accuracy.

Maintains files, records, and other information.

Responds to employee/public inquiries by telephone and in person to provide or request information.

Orders, receives, and distributes office supplies.

Receives, sorts, and distributes incoming and outgoing correspondence.

Operates a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.

Reports software and hardware problems to the technology department.

May prepare, modify, and update simple spreadsheets.

May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records.

May orient and train new employees and/or student workers in office procedures.

Performs related duties as assigned.

SUPERVISION

General supervision is received from a higher-level employee.

CLASS QUALIFICATIONS

Knowledge of:

English composition
Basic arithmetic
Office practices and procedures
Operation of various office machines
Microsoft Word
Web browsing techniques
Appropriate techniques used in providing information in person and on the telephone

Ability to:

Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
Write legibly
Organize files and keep accurate records

Work effectively with employees, students, and the public
Use a personal computer to input, edit, extract, and format data and information
Produce, retrieve, and store word-processing and email documents
Communicate effectively orally and in writing
Type rapidly and accurately using a computer keyboard

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency. An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from an recognized college or university is preferred. Courses in office practices and procedures, business arithmetic, and business English are preferred.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

OFFICE MANAGER

DEFINITION

Manages a school office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a school.

TYPICAL DUTIES

Plans, establishes, and supervises the implementation of clerical procedures in a school office to insure timely preparation and submission of reports, records, studies, letters, and other materials.

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.

Performs secretarial duties for a principal by arranging appointments, maintaining an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions or rough notes.

Utilizes and supervises the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.

Reviews communications, bulletins, reports, and other items and obtains information from a variety of sources as requested by the administrator in order to advise on necessary actions and to provide information to school personnel, parents, students, and others.

Answers or refers inquiries, contacts administrative offices and public service agencies, interprets District and school policies, and coordinates and provides approved information to parents, students, school personnel, and the public over the telephone and in person.

Requests available teachers to cover classes during absences of regular or substitute teachers and maintains related records.

Orients new and substitute teachers, parent groups, volunteers, and aides in school and office administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys.

Organizes and maintains files, records, guides, and rule books.

Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.

Provides orientation and training for clerical personnel, including those assigned to offices supervised by certificated staff.

Advises school administrators on office procedures, layout, equipment, and staffing, and on policies and procedures related to the clerical staff.

Assists in securing substitute teachers and classified personnel.

May take and transcribe dictation.

May maintain a standardized bookkeeping system for financial transactions, receive and disburse funds, and compile reports.

May oversee students waiting in the main office of the school.

May provide guidance to volunteers and others working in the school office.

May prepare and proofread class schedules and other materials and supervise their mailing and distribution.

May provide minor first aid, arrange for care of ill or injured students, and, dispense prescribed oral medication in the absence of a School Nurse.

Performs related duties as assigned.

SUPERVISION

General supervision is received from a school principal or an assistant principal. Supervision is exercised over clerical personnel and may be exercised over student helpers. Functional supervision may be exercised over clerical activities of personnel who are directly supervised by certificated staff.

CLASS QUALIFICATIONS

Knowledge of:

School office procedures, practices, and equipment

Microsoft Word and Excel

Correct spelling, punctuation, and grammatical usage

Principles and techniques of first aid

District records, reports, and procedures relating to student attendance, employee time reporting, operation of the Instructional Material Account, and other school office functions

Pertinent State laws and District rules and regulations pertaining to school operations

Bookkeeping methods

Internet and web browsing techniques

Basic computer security and privacy issues as defined by the Acceptable Use Policy for Celerity's Computer Systems

Ability to:

Plan and supervise clerical work for maximum efficiency in the utilization of staff, including scheduling, establishing priorities, and responding to problems

Type rapidly and accurately using a computer keyboard

Make arithmetic computations

Operate a variety of office machines including computers

Utilize the capabilities of a personal computer and various business-oriented

computer applications such as word processing programs, spreadsheets, database managers, and District specific software such as Powerschool, payroll software application, and others

Compile and check data for reports

Compose written communications

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

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by college courses, courses in office management, software applications, and supervision.

Experience:

Two years of experience in office managerial work.

Special:

A first-aid certificate issued by the Red Cross is preferable.
Bilingual Spanish/English

SPECIAL NOTES

1. Exempt from Fair Labor Standards Act
2. Management class

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

SCHOOL SUPERVISION/CAFETERIA STAFF

DEFINITION

Assists in maintaining proper environment and student control at the school, serves food and performs a variety of other entry-level tasks in a cafeteria.

TYPICAL DUTIES

Serves entrees, vegetables, desserts, breads, and salads.
Scrapes, stacks, and moves trays.
Washes and puts away pots, pans, utensils and other kitchen equipment.
Scrubs tables, counters, and storage areas; mops floors; washes woodwork; and disposes of waste.
Stores, or disposes of, excess food as directed.
Assists in setting up foods on counters and tables.
Stores supplies and other items delivered to the cafeteria.
Tracks students' collection of foods and beverages during meal periods.
May assemble sandwiches, salads and other foods.
Performs regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls and restrooms, on the playground and in other areas to which assigned.
Enforces activity and safety rules in school buildings and on school property.
Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the Principal, or another designated certificated employee.
Works with the school staff in alleviating behavioral problems occurring during supervision periods.
Assumes responsibilities in inclement weather as assigned by the Principal or other certificated employee.
Conducts light cleaning of restrooms throughout the school day, including
washing/wiping down sinks and faucets, toilets and urinals picking up/sweeping/spot
mopping of floors, flushing toilets and urinals, cleaning mirrors and removing graffiti.
Cleans water fountains.
Inventories and stocks restrooms with supplies throughout the school day by replenishing items such as toilet tissue, paper towels, toilet seat covers, and soap.
Records on log items needed.
Gathers and disposes of rubbish, paper, leaves, and debris.
Empties, washes, and replaces liners in refuse containers.
Monitors restrooms throughout the day for vandalism or needed repairs, reports inappropriate behavior, and notifies the Plant Manager site administrator or security personnel if vandalism has occurred and/or if repairs are needed.
Assists in cleaning up after vandalism.
Performs related duties as assigned.

SUPERVISION

General supervision is received from the Principal and/or other supervisors as assigned.

CLASS QUALIFICATIONS

Knowledge of:

Methods of serving a variety of foods
Care and use of kitchen equipment and utensils
General cleaning methods
Proper and efficient methods of food storage
Personal neatness and cleanliness
Basic math
Safety rules and conditions to be maintained by students
Standards of courtesy and behavior expected of students
Games and sports in which students participate

Ability to:

Follow written and oral instructions in basic English
Serve designated portions of a variety of foods
Perform housekeeping tasks rapidly and efficiently
Work effectively with school personnel and students
Total the cost of food items and make change accurately
Apply and maintain standards of personal neatness and cleanliness
Maintain acceptable standards of behavior among students
Maintain poise, exercise tact and good judgment
Encourage students in games and activities
Work effectively with school, community representatives, parents and   students

Special Physical Requirements:

Safely lift and carry objects weighing up to 50 pounds
Stand and walk on concrete and tile floors for long periods of time
Withstand a wide range of temperatures

Education:

Graduation from high school or its equivalent is desirable.

Experience:

Experience in working with youth is desirable.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill and/or abilities. Management retains the discretion to add or to change typical duties of the position at any time.

Teacher Assistant/After School Tutor

DEFINITION

Assists a teacher or other certificated employee in conducting instructional activities, providing student services, modifying student behavior, and communicating with parents; and performs related manual and clerical tasks.

TYPICAL DUTIES

Assists a teacher or other certificated employee by performing duties such as:

Reading to students and drilling them in materials presented by a teacher to maintain or improve learning skills, assisting students' library or computer lab activities, and, supervising students while the teacher is busy elsewhere in the classroom

Collecting and distributing materials, monitoring classes during tests, helping to set up or arrange furniture and audio-visual and other equipment, and storing or disposing of materials

Monitoring assigned areas on school grounds to assist in enforcing safety and disciplinary rules

Contacting parents or guardians to encourage parental involvement and to establish and maintain cooperative relationships to resolve problems related to student attendance and contacting parents and community groups to assist in reviewing instructional programs

Posting information on classroom records, filing materials, storing supplies, running errands, operating simple office equipment, and performing other miscellaneous duties

Preparing instructional, display, and work materials.

In addition to classroom duties, may perform such duties as:

Supervising or assisting in supervising students at bus loading and unloading zones and during bus travel

Monitoring student behavior in rest rooms and locker rooms to prevent rule violations or unsafe activities.

May accompany students on bus trips.

Performs related duties as assigned.

SUPERVISION

Immediate supervision is received from a certificated employee, usually a teacher.

CLASS QUALIFICATIONS

Knowledge of:

Safety rules and procedures to be observed by students
Standards of courtesy and behavior expected of students
Correct grammar

Ability to:

Speak English clearly and fluently
Speak understandable English with a good vocabulary

Read English aloud and with ease
Write legibly on a chalkboard
Draw simple sketches
Enforce safety and disciplinary rules
Learn to operate equipment such as copy and duplicating machines
Work cooperatively with teachers and others

ENTRANCE QUALIFICATIONS

Education:

Paraprofessionals who provide instructional assistance are required to pass the
District Proficiency Test and possess a high school diploma or General
Education Development (GED) and one of the following:

Completion of 60 semester units or 90 quarter units from a recognized college or university,

OR

Possession of an associate or higher degree, from a recognized college or university

Experience:

None required.

Special:

A valid California Driver License and the use of an automobile may be required
for some positions.

This class description is not a complete statement of essential functions, responsibilities, or requirements.
Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management
retains the discretion to add or change typical duties of a position at any time.

CELERITY EDUCATIONAL GROUP

JOB DESCRIPTION
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. Credentialing or eligible for credentialing by the California Commission on Teacher Credentialing

KNOWLEDGE, SKILLS AND ABILITIES:
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; ability to manage the classroom and supervise students; skill in analyzing, diagnosing and evaluating student progress and programs; knowledge of varied learning styles; ability to use effective, positive interpersonal skills. Commitment to a core set of belief established in our Charter about teaching, learning, and ongoing professional development.

REPORTS TO:
School Principal/Designee

JOBS DUTIES AND RESPONSIBILITIES:
1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
2. Participates as an active member with other faculty and staff.
3. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
4. Fosters a classroom climate conducive to learning.
5. Plans instruction, sets goals and implements the specified curriculum
6. Assist all students in achieving academic standards and establishing high expectations.
7. Monitors students' progress towards achieving instructional objectives and goals.
8. Works with students, instructional teams, parents and administrators to develop individual learning plans, independent study programs and academic remediation processes.
9. Communicates standards, achievements and deficiencies clearly and in a timely manner to students and parents.
10. Utilizes instructional management systems that increase student learning and maximize time on task.
11. Maintains a safe and orderly classroom.
12. Maintain effective physical setting for instruction.
13. Manages classroom and supervises proper care of equipment used.
14. Participate in training programs and apply concepts learned in the classroom to increase student learning.
15. Utilizes classroom management techniques conducive to an effective classroom climate.
16. Maintains complete and accurate student academic and disciplinary records.
17. Shows sensitivity to students, parents and the community and promotes student self-esteem.
18. Maintains professional relationship between school and parents.
19. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.

20. Encourages parental involvement through school activities, connecting home and school.
21. Integrate the use of technology and multimedia in the classroom.
22. Assist in the protection of student and school property.
23. Ensure adherence to appropriate safety procedures.
24. 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.
25. Cooperates with the Principal/Designee, all other employees, classroom assistants, parents and community members in their common endeavor to educate Celerity students.
26. Perform other duties as assigned.

MINIMUM PERFORMANCE EXPECTATIONS
Programs of Study
Provides curricula required by the state of California; 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 that include the Celerity Student Code of Conduct; follows established procedures and rules that enhance learning; encourages students' attendance; sets high positive expectations for student performance; encourages and acknowledges individual student accomplishments and appropriate behavior; treats students in a fair and equitable manner; accommodates individual learning differences; creates and maintains an environment that supports learning; communicates with parents.

Instructional Management Systems
Organizes teaching strategies to maximize allocated instructional time to increase student learning; prepares and implements lesson plans; begins lesson or instructional activity with a review of previous material as appropriate; has materials, supplies and equipment ready at the start of the lesson or instructional activity; introduces the instructional activity and specifies instructional objectives; directs and adequately supervises students to be on task quickly at the beginning of each instructional activity; presents reading, writing, speaking, listening strategies using concepts and language that students understand.
Provides relevant examples and demonstrations to illustrate concepts and skills; assigns developmentally appropriate tasks; provides instructional pacing that ensures student understanding; maximizes student time-on-task; makes effective transitions between instructional activities; summarizes the main point(s) of the instructional activity; encourages students to express ideas clearly and accurately.
Incorporates higher level thinking skills; assists students to develop productive work habits and study skills, enabling communication with parents as needed; provides remediation activities for students; designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives; 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; follows grading policies and regulations; maintains accurate and complete student records; monitors and evaluates student progress; provides feedback on student work; monitors student attendance.

Communication

Communicates with students, parents, educational personnel, and others; utilizes standard grammar, listening skills, and clarity in the presentation of ideas; communicates student progress according to established procedures and policies; 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; speaks and writes standard English clearly, correctly, and distinctly; determines and utilizes appropriate community resources.

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; participates in activities that foster professional growth; is punctual with reports, grades, records, and in reporting to work; performs assigned duties; strives to meet school goals; commands respect by example in appearance, manners, behavior and language.

Appendix XIV

Operations Start-Up Plan

Operations Start-up Plan:

Startup Plan	2010								
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Human Resources									
Develop Job Descriptions-Classified	▓	▓							
Develop Job Descriptions-Certificated	▓	▓							
Post Job Descriptions-Class. & Certificated		▓	▓						
Human Resources Staff Selects Applicants for Interviews			▓	▓					
First Round Interviews				▓	▓				
Supplemental Interview, Meeting, Presentations					▓				
Candidates Selected					▓	▓			
Offers of Employment Made						▓			
Hiring Commences						▓	▓		
Hiring Completed							▓	▓	
All Staff Orientation								▓	
Finances									
Operational Budget Developed, Accounting Plan Developed	▓	▓							
Operational Budget Finalized			▓	▓					
Operational Budget Amended based on May budget revision					▓				
Operational Budget Approved by Board of CELERITY						▓			
Accounts Established & Operative							▓	▓	▓
Facilities & Operations									
Facilities Agreement-Discussions with District commence			▓	▓					
Operations Agreement-Discussion with District commence			▓	▓					
Facilities Agreement-Discussions with District continue					▓				
Operations Agreement-Discussion with District continue					▓				
Facilities Agreement Finalized						▓	▓		
Operations Agreement-Finalized						▓	▓		
Site Access-contingent on DSA and Fire Marshall Approval							▓	▓	
FFE Installed								▓	
Set up of Information Systems, Training, Commencement of use								▓	▓
Recruit and Enroll Students									
Identify Internal Recruitment and Enrollment Team			▓	▓	▓				
Establish Policy and Procedures				▓	▓				
Update and Develop Informational Materials					▓	▓			
Work with District MPD to receive student information					▓	▓			
Communicate with students and families to enroll in boundary students					▓	▓	▓		
Outreach to students for purposes of enrollment						▓	▓		

Task	1	2	3	4	5	6	7	8	9	10
Hold lottery if there are open seats and there is a need								▓		
Family Orientation/Welcome to CELERITY event(s)								▓		
School Leadership									▓	▓
Principal Candidate Job Description Developed		▓								
Principal Candidate Job Description Disseminated			▓							
Principal Candidates First and Second Interviews				▓						
Principal Hired					▓	▓				
Principal Begins, focus on Curriculum, SPED, ELL plans, personnel						▓	▓			
Principal Plans School Year w Leadership Team								▓	▓	
Principal Leads Summer PD and Staff Orientation								▓		
Policies and Procedures										
Work with District on new or amended charter		▓	▓	▓	▓	▓				
School Policies and Procedures developed				▓						
Discipline Policy developed						▓	▓			
Parent & Student Manual developed and disseminated						▓	▓			
Staff Policy developed and disseminated						▓	▓	▓		
Procurement										
Needs Analysis conducted, books, supplies, other						▓	▓			
Agreements Finalized, Vendor Meetings and Discussions, Orders placed						▓	▓	▓		
Delivery of Material								▓		▓
Instructional Plan, Professional Development										
Instruction Planning &Professional Development Needs Discussed & Assessed			▓	▓						
Instruction Planning &Professional Development Program Development					▓					
Professional Development Program Finalized					▓	▓				
Summer PD Institute								▓	▓	
Grade Level and Content Area Meetings and Shared Planning								▓	▓	

Appendix XV

Budget

		RATE	2010-2011 Year 1 Total	Year 1 Per ADA	2011-2012 Year 2 Total	Year 2 Per ADA	2012-2013 Year 3 Total	Year 3 Per ADA	2013-2014 Year 4 Total	Year 4 Per ADA	2014-2015 Year 5 Total
Five Year Budget											
2010-2015											
	Celerity South Region ES#2	-		95%		95%		95%		95%	
1	Grades K-3		600	570.0	600	570.0	600	570.0	600	570.0	600
2	Grades 4-6		240	228.0	240	228.0	240	228.0	240	228.0	240
3	Grades 7-8		0	0.0	0	0.0	0	0.0	0	0.0	0
4	Grades 9-12		0	0.0	0	0.0	0	0.0	0	0.0	0
	Average Daily Attendance (ADA)		840	798.0	840	798.0	840	798.0	840	798.0	840
4	Percentage of Free and Reduced Students	92%	773	734.2	773	734.2	773	734.2	773	734.2	773
7	Percentage of Econ Disadvantaged	40%	336	0.0	336	319.2	336	319.2	336	319.2	336
5	Percentage of ELL/LEP students	55%	462	438.9	462	438.9	462	438.9	462	438.9	462
	TTL Compensatory Education	187%	798	439	798	758	798	758	798	758	798
	Number of Teachers		45	45.0	45	45.0	45	45.0	45	45.0	45
	Subsitute Rate	5%									
0			0								
Revenue			0								
	Cola on Expenses - Minimum	1.02									
	Revenue Limit Sources										
8011	Principal Appor. For K-3	$ 4,778.00	2,723,460	3,412.9	2,777,929	3,481.1	2,861,267	3,585.5	2,975,998	3,729.3	3,065,278
8011	Principal Appor. For 4-6	$ 4,855.00	1,106,940	1,387.1	1,129,079	1,414.9	1,162,951	1,457.3	1,174,694	1,472.0	1,198,187
8011	Principal Appor. For 7-8	$ 5,003.00	0	0.0	0	0.0	0	0.0	0	0.0	0
8011	Principal Appor. For 9-12	$ 5,845.00	0	0.0	0	0.0	0	0.0	0	0.0	0
8011	Portion funded by School District	(1,202)	(959,196)	-1,202.0	(959,196)	-1,202.0	(959,196)	-1,202.0	(959,196)	-1,202.0	(959,196)
	TTL Revenue Limit Sources		2,871,204	3,598.0	2,947,812	3,694.0	3,065,022	3,840.9	3,191,496	3,999.4	3,304,270
	Federal Revenue										
8290	NCLB	300	239,400	300.0	239,400	0.0	239,400	300.0	239,400	300.0	239,400
8220	Child Nutrition Program	365	282,072	353.5	282,072	353.5	282,072	353.5	282,072	353.5	282,072
8290	Other Federal Income-(Incl.CDE Grant)	-	300,000	375.9	350,000	438.6	0	0.0	0	0.0	0
	TTL Federal Income		821,472	1,029.4	871,472	1,092.1	521,472	653.5	521,472	653.5	521,472
	Other State Revenue										
8321	Special Ed. Master Plan Current Year	$ 525.00	418,950	525.0	418,950	525.0	418,950	525.0	418,950	525.0	418,950
8434	Class Size Reduction K-3	$ 1,071.00	642,600	805.3	655,452	821.4	668,561	837.8	681,932	854.6	695,571
8560	State Lottery Income	$ 131.00	0	0.0	30,490	38.2	104,538	131.0	104,538	131.0	104,538
8584	In lieu of Economic Impact Aid	$ 318.00	253,764	318.0	253,764	318.0	253,764	318.0	253,764	318.0	253,764
8584	Block Grant K-3	$ 400.00	228,000	285.7	285,000	357.1	285,000	357.1	285,000	357.1	285,000
8584	Block Grant 4-6	$ 400.00	91,200	114.3	114,000	142.9	114,000	142.9	114,000	142.9	114,000
8584	Block Grant 7-8	$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0
8584	Block Grant 9-12	$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0
8590	Other State Revenues - SB740 Facilities Reimbursement	-	337,500	422.9	371,250	465.2	393,750	493.4	401,625	503.3	409,658
	TTL Other State Revenue		1,972,014	2,471.2	2,128,906	2,667.8	2,238,563	2,805.2	2,259,809	2,831.8	2,281,480

Celerity South Region ES#2 Budget

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5
Celerity South Region ES#2	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total
			95%		95%		95%		95%	
Other Local Revenue										
8660 Interest	-	500	0.6	500	0.6	500	0.6	500	0.6	500
8790 From Districts - In Lieu of Property Taxes	1,202	959,196	1,202.0	959,196	1,202.0	959,196	1,202.0	959,196	1,202.0	959,196
8700 Other - Grants Walton and PCSGP		0	0.0	0	0.0	0	0.0	0	0.0	0
8700 Other - Fundraising		0	0.0	0	0.0	0	0.0	0	0.0	0
8700 Revolving Loan	-	0	0.0	0	0.0	0	0.0	0	0.0	0
TTL Other Local Revenues		959,696	1,202.6	959,696	1,202.6	959,696	1,202.6	959,696	1,202.6	959,696
TOTAL REVENUE		6,624,386	8,301.2	6,907,886	8,656.5	6,784,753	8,502.2	6,932,473	8,687.3	7,066,918
Expenditures										
Certified Salaries										
1100 Teachers' Salaries	$ 47,000.00	2,115,000	2,650.4	2,178,450	2,729.9	2,243,804	2,811.8	2,311,118	2,896.1	2,380,451
1100 Substitute Teachers' Salaries	233	94,365	118.3	97,196	121.8	100,112	125.5	206,230	258.4	212,417
1200 School Administrators' Salaries	90,000	180,000	225.6	183,600	230.1	187,272	234.7	191,017	239.4	194,838
1900 Staff Development Supplemental Costs	175	98,700	123.7	98,700	123.7	98,700	123.7	100,674	126.2	102,687
TTL Certified Salaries		2,488,065	3,117.9	2,557,946	3,205.4	2,629,887	3,295.6	2,809,039	3,520.1	2,890,394
Classified Salaries										
2100 Instructional Aides' Salaries	-	0	0.0	0	0.0	0	0.0	0	0.0	0
2200 Classified Support: Office Manager	45,000	135,000	169.2	137,700	172.6	140,454	176.0	143,263	179.5	146,128
2400 Clerical/Office Salaries: Clerk	30,000	30,000	37.6	30,600	38.3	31,212	39.1	31,836	39.9	32,473
2900 Other Classified Salaries:	9,926	248,142	311.0	248,142	311.0	248,142	311.0	248,142	311.0	248,142
TTL Classified Salaries		413,142	517.7	416,442	521.9	419,808	526.1	423,241	530.4	426,743
Employee Benefits										
3100 - TTL STRS	8.25%	205,265	257.2	211,031	264.4	216,966	271.9	231,746	290.4	238,457
3200 - TTL PERS	9.80%	40,488	50.7	40,811	51.1	41,141	51.6	41,478	52.0	41,821
3308 - TTL Medicare	1.45%	42,068	52.7	43,129	54.0	44,221	55.4	46,868	58.7	48,098
3309 - TTL OASDI	6.20%	25,615	32.1	25,819	32.4	26,028	32.6	26,241	32.9	26,458
3400 - TTL Health & Welfare Benefits	6,000	288,000	360.9	319,680	400.6	354,845	444.7	357,284	447.7	359,992
3500 - TTL Unemployment Insurance	1.40%	32,120	40.3	40,260	50.5	41,314	51.8	43,842	54.9	45,002
3600 - TTL Workers' Compensation	2.90%	84,135	105.4	86,257	108.1	88,441	110.8	93,736	117.5	96,197
TTL Employee Benefits	20.20%	717,691	899.4	766,987	961.1	812,955	1,018.7	841,195	1,054.1	856,026
Books and Supplies										
4100 Textbooks	250	210,000	263.2	45,000	56.4	45,000	56.4	45,000	56.4	45,000
4200 Curriculum other than Textbooks	100	84,000	105.3	67,000	84.0	69,500	87.1	69,500	87.1	69,500
4310 Instructional Materials and Supplies	50	42,000	52.6	33,500	42.0	347,500	435.5	34,750	43.5	34,750
4360 Pupil Assesment	85	71,400	89.5	56,950	71.4	59,075	74.0	59,075	74.0	59,075
4500 Other Supplies	100	84,000	105.3	67,000	84.0	69,500	87.1	69,500	87.1	69,500
TTL Books and Supplies		773,472	969.3	551,522	691.1	872,647	1,093.5	277,825	348.2	277,825
Services, Other Operating Expenses										

Celerity South Region ES#2 Budget

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5
Celerity South Region ES#2	-	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total
			95%		95%		95%		95%	
5100 Services of Instructional Consultants		40,000	50.1	40,800	51.1	41,616	52.2	42,448	53.2	43,297
5200 Travel and Conferences	-	6,000	7.5	6,120	7.7	6,242	7.8	6,367	8.0	6,495
5300 Dues and Memberships	5	4,200	5.3	4,284	5.4	4,370	5.5	4,457	5.6	4,546
5400 Insurance	-	75,000	94.0	75,000	94.0	75,000	94.0	75,000	94.0	75,000
5500 Utilities & Housekeeping		95,000	119.0	115,000	144.1	125,000	156.6	127,500	159.8	130,050
5600 Rentals, Leases, and Repairs (equipment)	-	35,000	43.9	37,000	46.4	42,000	52.6	42,840	53.7	43,697
5600 Rentals, Leases, and Repairs (land& building)	0	450,000	563.9	495,000	620.3	525,000	657.9	535,500	671.1	546,210
5800 Services (Legal, Audit, Other)	-	15,000	18.8	18,000	22.6	22,000	27.6	22,440	28.1	22,889
5810 Services of Noninstructional Consultants	0	65,000	81.5	70,000	87.7	75,000	94.0	76,500	95.9	78,030
5890 Other Services and Operating Expenditures	1.0%	66,244	83.0	69,079	86.6	67,848	85.0	69,325	86.9	70,669
TTL Services and Other Operating Expenses		851,444	1,067.0	930,283	1,165.8	984,076	1,233.2	1,002,377	1,256.1	1,020,883
Capital Outlay										
6400 Equipment	101	84,840	106.3	84,840	106.3	84,840	106.3	84,840	106.3	84,840
6500 Equipment / Replacement		0	0.0		0.0		0.0	0	0.0	0
6900 Other *(Furniture)	-	60,000	75.2	25,000	31.3	25,000	31.3	25,000	31.3	25,000
TTL Capital Outlay		144,840	181.5	109,840	137.6	109,840	137.6	109,840	137.6	109,840
Other Outgo										
TTL Other Outgo	0%	0	0.0	0	0.0	0	0.0	0	0.0	0
Direct Support / Indirect Costs										
7131 Special Ed-Excess Cost	406	341,040	427.4	341,040	427.4	341,040	427.4	0	0.0	341,040
7310 Interest		0	0.0	0	0.0	0	0.0	0	0.0	0
7350 District Oversight Fee est.	3.00%	132,101	165.5	136,793	171.4	140,309	175.8	144,104	180.6	147,487
TTL Direct Support / Indirect Costs		473,141	592.9	477,833	598.8	481,349	603.2	144,104	180.6	488,527
TOTAL EXPENDITURES		5,861,794	7,345.6	5,810,853	7,281.8	6,310,563	7,908.0	5,607,622	7,027.1	6,070,238
SUB-NET		762,592	955.6	1,097,033	1,374.7	474,190	594.2	1,324,851	1,660.2	996,680
1 Reserve for Economic Uncertainty	5.0%	293,090	367.3	(2,547)	(3.2)	24,986	31.3	(35,147)	(44.0)	23,131
2 Program Reserves (Lottery & Integration)		0	0.0	0	0.0	0	0.0	0	0.0	0
3 Errors & Ommisions Reserve	0.0%	0	0.0	0	0.0	0	0.0	0	0.0	0
TTL Additional Reserves		293,090	367.3	(2,547)	(3.2)	24,986	31.3	(35,147)	(44.0)	23,131
NET		469,502	588.3	1,099,580	1,377.9	449,205	562.9	1,359,998	1,704.3	973,549
Year to Year Totals										
Beginning Cash		0		469,502		1,569,082		2,018,287		3,378,285
Net Cash Balance		469,502		1,099,580		449,205		1,359,998		973,549

Celerity South Region ES#2 Budget

Five Year Budget		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5
Celerity South Region ES#2	_	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total
			95%		95%		95%		95%	
Plus Reserves		293,090		(2,547)		24,986		(35,147)		23,131
Year to Year										
Total Cash Balance Including Reserves		762,592		1,566,535		2,043,273		3,343,138		4,374,965
Cumulative Totals										
Beginning Cash		0		762,592		1,859,625		2,333,815		3,658,666
Net Cash Balance		469,502		1,099,580		449,205		1,359,998		973,549
Plus Reserves		293,090		(2,547)		24,986		(35,147)		23,131
Total Cash Balance Including Reserves		762,592		1,859,625		2,333,815		3,658,666		4,655,346

Celerity South Region ES#2 Budget

Appendix XVI

Fiscal Policy

CELERITY CHARTER SCHOOLS

FISCAL AND OPERATING POLICIES
2009-2010

100   INTERNAL CONTROL POLICIES

101   Introduction

Internal control policies provide the Celerity Charter Schools with the foundation to properly safeguard their assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information.   Additionally, as publicly supported entities, the Celerity Charter Schools have additional responsibilities to ensure the public's confidence and the integrity of the Schools' activities.

102 COMPLIANCE WITH LAWS

The Celerity Charter Schools will follow all the relevant laws and regulations that govern the Charter Schools. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Celerity Charter Schools:

A.   Political Contributions

No funds or assets of the Celerity Charter Schools may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Celerity Charter Schools for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Celerity Charter Schools also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1.   Contributions by an employee that are reimbursed through expense accounts or in other ways.

2.   Purchase by the organization of tickets for political fundraising events.

3.   Contributions in kind, such as lending employees to political parties or using the Celerity Schools' assets in political campaigns.

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B.   Record Keeping

To provide an accurate and auditable record of all financial transactions, the Schools' books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the Schools specifically require that:

1.   No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Celerity Schools.

2.   Receipts and disbursements must be fully and accurately described in the books and records.

3.   No false entries may be made on the books or records nor any false or misleading reports issued.

4.   Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200   Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The Celerity Schools will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Celerity Schools or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A.   Sale or exchange, or leasing, of property between the agencies and an affiliated or unaffiliated organization or a private or related individual.

B.   Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

C.   Furnishing of goods, services or facilities between the agencies and an affiliated or unaffiliated organization or a private or related individual.

D.   Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the Schools to an affiliated or unaffiliated organization or a private or related individual.

E.   Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Schools.

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201   *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Celerity Charter Schools will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202   *Board Of Trustees Authorities*

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the Schools' name, with LAUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter Schools' certified public accountants and (xi) other activities associated with the operations of the Charter Schools.

The Board of Trustees will meet at least three (3) times per year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203   *Signature Authorities*

To properly segregate duties within the Charter Schools, the President of the Board/Executive Director and two Principals are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than $10,000 will require two signatures prior to check issuance.

204   *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the LAUSD CFO or his designee and provide supporting records, as requested, in a timely manner.

205   *Security of Financial Data*

    A.   The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.

    C.   All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206   *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

    A.   Charters and all related amendments
    B.   Minutes of the Board of Trustees and subcommittees
    C.   Banking agreements
    D.   Leases
    E.   Insurance policies
    F.   Vendor invoices
    G.   Grant and contract agreements
    H.   Fixed asset inventory list

2079 *Use of School Assets*

    A.   No employee may use any of the Schools property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Executive Director.

208   *Use Of School Credit Cards*

    A.   Celerity Charter Schools' credit cards should only be issued with the formal approval of the Executive Director and with proper justification. The cost/benefit to the Celerity Charter Schools should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter Schools.

    B.   Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director, unless not deemed independent then the approval would be by the Board of Trustees.

300   FINANCIAL MANAGEMENT POLICIES

301   *Basis Of Accounting*

The Celerity Charter Schools will maintain their accounting records and related financial reports on the accrual basis of accounting.

302   *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303   *Basis of Presentation*

The accounts of the Celerity Charter Schools are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter Schools use the following fund:

Main Fund - This fund of the Celerity Charter Schools is used to account for all financial resources associated with the operation of the schools. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304   *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305   *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306   *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A.   Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307   *Cash Management*

A.   The School maintains cash accounts at the following banks:

1.   Operating – Citi Bank
2.   Investment - Broadway Federal
                    The California Credit Union

B.   A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection.   Appropriate collection procedures are initiated, if necessary.

308   *Grants Receivable Aging Criteria*

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309   *Grant/Contract Invoicing*

A.   All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B.   The invoicing format is that specified by the funding source.

310   *Budgets*

A.   The Celerity Charter Schools prepare an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Trustees, prior to June 30th each year and modified, as necessary.

B.   Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each regularly scheduled board meeting.

311   *Insurance And Bonding*

    A.   The Schools maintain minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:

        1.   General liability

        2.   Business & personal property (including auto/bus)

        3.   Computer equipment

        4.   Workers' compensation

        5.   Personal injury liability

    B.   The Schools require proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312   *Record Retention And Disposal*

    A.   Records are maintained for the following indicated minimum periods:

        1.   Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.

    B.   All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312   *Record Retention And Disposal - continued*

    E.   All financial records are maintained in chronological order, organized by fiscal year.

    F.   In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313   *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the Schools' financial reports, including:

    A.   Annually:

        1.   Financial statements for audit

        2.   Annual budget

    B.   Monthly:

        1.   Trial balance

2. Internally generated budget vs. actual financial statements

3. Billing invoices to funding sources

4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns

2. Other reports upon request

314   Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Celerity Charter Schools' financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board.*

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315   Audit/Finance Committee

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Celerity Charter Schools and provide recommendations to the Board of Trustees.

400   POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401   ASSETS

402   Bank Accounts

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the Celerity Schools at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

> *Broadway Federal*
>
> *The California Credit Union*
>
> *Citi Bank*

403   Petty Cash Checks Payments

A. Celerity Schools do not keep cash on hand. The schools use a checking account called Petty Cash. The checks are kept at the Central Office on Jefferson Blvd. and the checking account is not to exceed $10,000 unless prior authorized by the Board of

Trustees. Funds should be used for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. With prior board approval, Executive Director can use the Petty Cash Checking account as a regular operating account with no limit on expenditures provided that all expenditures are detailed at the board of directors' meeting immediately following the expenditure.

B. The petty cash checking account is balanced on a monthly basis. The replenishment check is made out to Celerity Educational Group and paid out of the operating account on an as needed basis.

404   LIABILITIES AND FUND EQUITY

405   Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406   Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407   Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408   Liability For Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Celerity Schools expect to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.

2. The employee's right to receive the compensation for the future absences is vested or accumulates.

3. It is probable that the compensation will be paid.

4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409   Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of

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financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B.   Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500   REVENUE

501   *Revenue Recognition*

The Celerity Schools record revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600   FACILITIES

601   *Disposal Of Property And Equipment*

A.   No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.

B.   The Celerity Schools have adopted standard disposition procedures for Celerity Schools' staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C.   When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700   PROCUREMENT POLICIES

701 The Celerity Schools adhere to the following objectives:

1.   Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.

2.   Make all purchases in the best interests of the Celerity Schools and their funding sources.

3.   Obtain quality supplies/services needed for delivery at the time and place required.

4.   Buy from responsible sources of supply.

5.   Obtain maximum value for all expenditures.

6.   Deal fairly and impartially with all vendors.

7.   Maintain dependable sources of supply.

8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Celerity Schools supplier relationships.

A. The Celerity Schools will execute a *Purchase Order* for all purchases and it shall be approved by the Executive Director for purchases less than $63,000 and by the Board of Trustees if greater than $63,000.

B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

C. If employees request to be reimbursed at a monthly flat fee, the payment will be done on a bimonthly basis through payroll and will be subject to all applicable taxes under the IRS regulations.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Celerity Schools' rights to educational curricula and intellectual property developed.

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

A.   Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.

B.   Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.

C.   Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.

D.   Not be assigned a permanent workstation.

E.   Make their services available or work for a number of firms or persons at the same time.

F.   Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Celerity Schools.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. **Timeliness of Entries**

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. **Support Documentation**

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. **Audit Trail**

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.

2. Each entry in the accounting system is reviewed and approved by the Business Manager.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.

4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.

5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.

6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Executive Director.

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GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. **Trial Balance**

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. **Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers**

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Executive Director.

1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.

2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. **Cash Flow Projection**

The Celerity Schools annually prepare and update monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. **Cash Receipts Policies**

Celerity Schools have internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The Celerity Schools also use electronic fund transfers to accelerate deposits.

C. **Internal Accounting Controls**

(i)   Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

(ii) Listed receipts and credits compared to accounts receivable and bank deposits.

(iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

  A. General

1. Mail is received by the Receptionist who sorts the checks and forwards them to the Executive Director or the appropriate recipient.

2. All checks are restrictively endorsed immediately by the Executive Director.

3. The Business Manager prepares deposit slips and forwards them to the back office provider for the preparation of journal entries.

4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.

5. The back office business services provider reviews and signs off on journal entries.

6. The back office business services provider inputs journal entries.

7. The Business Manager makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.

8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Business Manager and the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

> To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. **Cash Disbursement Policies**

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. **Internal Accounting Controls**

(i) Pre-numbered checks and special check protective paper.

(ii) Match disbursement records against accounts payable/open invoice files.

(iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.

(iv) Supporting documentation canceled to prevent resubmission for payment.

(v) Detailed comparison of actual vs. budget disbursements on a periodic basis.

(vi) Separation of duties to the extent possible for an organization the size of the Celerity Schools.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval.

2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.

3. The Executive Director approves checks, after examining the supporting documentation.

4. After having been approved and/or signed, the checks are mailed directly to the payee by back office provider.

5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.

6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.

7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Executive Director.

PETTY CASH FUNDS

Control Objective

> To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

(i) Celerity Schools do not use Petty Cash Funds. All local emergency school expenditures are done via credit checks or credit card transactions.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

> To ensure that the Celerity Schools hire only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Principal and compared with the approved annual personnel budget.

2. New employees complete an *Application for Employment*.

3. New employees complete all necessary paperwork for payroll.

4. Employee is fingerprinted. Fingerprint clearance must be received by the Celerity

   Schools before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Celerity Schools.

2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.

3. Regular part-time employees may earn vacation time on a pro-rated bases based on personnel policy of the Celerity Schools.

4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal.

1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal.

2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Principal.

3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.

4. A General Journal entry is prepared at year-end to record the accrued vacation liability.

5. Unused vacation time is based on personnel policy of the Celerity Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. **Timekeeping Policies**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. **Time Sheet**

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. **Internal Accounting Controls**

(i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.

2. In preparing time sheets, employees:

(i) Enter payroll code into time electronic time clock and scan their fingerprints to verify identity.

(ii) Corrections needed to be made are reported to Administrative Assistant.

Approval and Collection of Time Sheets

1. Each employee's time sheet is electronically forwarded to the Principal on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner for review and approval.

2. Authorized timesheets are electronically forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Principal or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. **Internal Accounting Controls**

(i) Time records are periodically reconciled with payroll records.

Procedures

1. The Principal forwards approved time sheets to the back office business services provider.

2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.

3. Recorded hours from the bi-weekly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.

4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.

5. The back office business services provider verifies gross pay and payroll deductions.

6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.

7. The Payroll Register is reviewed and approved by the Principal.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. **Reconciliation of Payment and Payroll Withholdings**

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. **Internal Accounting Controls**

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.

2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.

3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION

Procedures

1. The Celerity Schools capitalize all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Celerity Schools will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years

Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years which ever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the Celerity Schools pays for only authorized business expenses.

Major Controls

A. **Travel Policies**

The Celerity Schools has adopted policies on travel reimbursement.

B. **Employee Expense Reimbursement Documentation**

Employees are required to obtain and furnish documentation for individual expenses of $25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. **Internal Accounting Controls**

(i) Justification for travel approved by Executive Director

(ii) Documentation for incurred employee expenses

(iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.

2. All credit card purchases are supported by invoices in order to be reimbursed.

2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. **Budget Process**

The Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the Celerity Schools' community. The budgets and projection are submitted to the Board of Trustees for approval.

B. **Internal Accounting Controls**

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the Celerity Schools' staff.

2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.

3. The back office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.

4. The Board of Trustees approves and adopts the final budgets and projection.

5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. **Schedule**

Monthly managerial reports are prepared based on a schedule.

B. **Review and Approval**

Financial reports are reviewed for accuracy and completeness.

C. **Audit**

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The annual financial statements of the Celerity Schools are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.

2. The Celerity Schools and Celerity Educational Group submit to an audit of their financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*

3. The Celerity Schools shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The Celerity Schools maintain a schedule of required filing due dates for:

    (i)   *IRS Form W-2* - Wage and Tax Statement.

    (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.

    (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.

    (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.

    (v)   *IRS Form 1099 MISC* (also *1099-DIV, 1099-INT, 1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.

    (i)   Quarterly and annual state(s) unemployment tax return(s).

2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

Appendix XVII

Services Menu

INFORMATION TECHNOLOGY - REQUIRED SERVICES			
Service	**Description**	**Service Standard**	**Estimated Costs**
Student Information System	NCS Pearson Inc. (PowerSchool) Includes Attendance, Grade Reporting, Census, Enrollment, Master Scheduling, Testing and Assessment, Family Module, etc. for K-8.	Availability: 24/7 (99.9%) Responsiveness: M-F, 6:00 am-6:00 pm. 2 hr response	$11,022/yearly
Telecommunications Systems Maintenance & Support	AT& T Main Telephone and fax lines and service, programming and troubleshooting. On-site Repair and maintenance available.	Availability: 24/7 (99.9%) Responsiveness: 4 hr response	Approximately: $500/monthly
Basic LAN Maintenance Services	ANS (Advanced Network Systems, Inc.) Basic LAN Maintenance Services. Service will be limited to the provision of "break/fix" and preventative hardware maintenance and of software updates and reconfigurations for E-rate eligible equipment.	Availability: 24/7 (99.9%) Responsiveness: 2 hr response	Cost: $3,369.33/monthly
Computer Technology	ANS (Advanced Network Systems, Inc.) Related expenses including new installations, on-call service calls, etc.	Availability: 24/7 (99.9%) Responsiveness: 2 hr response	Service cost based on materials supplied and scope of work/project
Intrusion Alarm Monitoring & Support	Spectrum Security Systems. Maintenance of site systems that support asset Protections for classrooms and offices by notifying School Police in the event of a break-in.	Availability: 24/7 (99.9%) Responsiveness: M-F, 6:00 am-6:00 pm. 2 hr response	Cost: $200/quarterly
On-Line Educational Learning	Study Island. Online student learning of grade level materials in preparation of state-wide testing.	Availability: M-F, 8am – 6pm	Cost: $5,500/year
Internet Protection	Comm Solutions. Provide Websence on all computers to block out prohibited sites as well as unwanted viruses.	Availability: M-F, 8am – 6pm	Cost: $8739/yearly
Web-Based Record Services	WorkZone LLC. Provide on-line folders of documents for file sharing purposes	Availability: M-F, 8am – 6pm	Cost: $3,600/year (includes all sites)

FOOD SERVICES - FOUNDATIONAL SERVICES			
Service	**Description**	**Service Standard**	**Estimated Costs**
Breakfast & Lunch, After School Snacks, Professional Development Day, etc.	Royal Dining Catering. Vendor agrees to: 1. Prepare unitized meals in accordance with the number of meals requested. Meals will include milk. 2. Provide the schools, for approval a proposed cycle menu for the operational period, at least 14 days prior to the beginning of the period to which the menu applies. Any changes to the menu made after school's approval must be agreed upon by the schools, and documented on the menu records. 3. Assure that each meal provided to the schools under this agreement meets the minimum requirements as to the nutritional content as specified by the NSLP/SBP Meal Pattern, which is excerpted from the regulations 7CFR Part 210.10 and 220.8 or an approved National School Lunch Program (NSLP)/School Breakfast Program (SBP) option. Snacks will meet the NSLP meal pattern requirements in 210.10. 4. Maintain full and accurate records that document: (1) the menus were provided to the schools during the term of this agreement, (2) a listing of all components of each meal, and (3) an itemization of the quantities of each component used to prepare said meal. The vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the United States Department of Agriculture (USDA) Food Buying Guide when calculating and recording the quantity of food prepared for each meal. 5. Maintain cost records such as invoices, receipts and/or other documentation that exhibit the purchase or otherwise availability to the vendor of the meal components and quantities itemized in the meal preparation records. 6. Maintain, on a daily basis, an accurate count of the number of meals, by meal type, prepared for and delivered to the schools. Meal count documentation must include the number of meals requested by the schools. 7. Allow the schools to increase or decrease the number of meal orders, as needed, when the request is made within 4 hours of the scheduled delivery time. 8. Present to the schools an invoice accompanied by reports no later than the last day of each month, which itemizes the previous month's delivery. The vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon delivery time, are spoiled or unwholesome at the time of delivery, or do not otherwise meet the meal requirements. In cases of nonperformance or noncompliance on the part of the vendor, the vendor shall pay the schools for any excess costs the schools incurred by obtaining meals from another source. 9. Provide a copy of current health certifications for the food service facility in which it prepares meals for the NSLP/SBP. The vendor shall ensure that all health and sanitation requirements of the California Uniform Retail Food Facilities Law, Chapter 4 of the California Health and Safety Code, are met at all times. 10. Operate in accordance with current NSLP/SBP regulations. Comply with all other USDA regulations regarding food service vendors including those specified for commercial food service if applicable. 11. Retain all required records for a period of three (3) years after the end of the fiscal year to which they pertain (or for 3 years after the end of an audit). Upon request make all accounts and records pertaining to the	Frequency: Daily School Days: M-F (180 days total)	Breakfast: $1.35/each Lunch: $2.50/each Snacks/Supplement: $.63/each

	agreement available to the certified public accountant hired by the school, representatives of the California Department of Education, USDA, and the Office of Inspector General (OIG) for audits or administrative reviews at a reasonable time and place. 12. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.		

PROCUREMENT SERVICES - OPTIONAL SERVICES

Service	Description	Service Standard	Estimated Costs
Maintenance Contracts	La Rue General Contractors, Inc. (License # 844294) Contracts for labor and/or materials re: maintenance of school facilities including installation (drywall, insulation, texturing and painting) of new walls, repainting of current walls, wiring and outlet installations, etc.	On call as needed	Service cost based on scope of work/project
Janitorial Services Contracts	Expert Bldg. Maintenance LLC. Services include daily janitorial cleaning of school facilities, with optional steam cleaning of lunch area patios and refinishing of floors upon request.	Frequency: Daily, school days after 6pm, optional services with 24 hours notice	$10,200/monthly for all sites
Janitorial Supplies	Cintas, The Uniform People Supplies weekly air freshener service, pull towel refills, door mat cleaning, restroom supplies, etc.	Frequency: weekly service	Air Freshener service: $ 3.61/ea. Pull Towel refill: $10.91/ea. 3X5 Blue Mat cleaning: $6.43/ea. 4X6 Blue Mat cleaning: $7.86/ea.
Air Conditioning & Heating Contracts	All Air Conditioning & Heating, Co. Installation of new units as required, replacement of old units as needed, continued maintenance on an on-call basis	Frequency: on call as needed. Emergency requests within 2 hours	Service cost based on scope of work/project
Contracts for Waste Pick-up/Disposal	Waste Management. 2X a Week, pick-up and disposal of large trash bins at all school sites.	Frequency: Bi-Weekly pick-ups, optional pick-ups with 24 hour notice	$314 monthly charges/per site
Maintenance of Copiers Contracts	Canon Business Solutions. Monthly maintenance on copy machines. Replenish ink supply as required. "Fix-it" emergencies as needed.	Frequency: Monthly visits with optional emergency calls (4 hour response)	$500/monthly per site
Lease of Copier Equipment	Canon Financial Services, Inc. Yearly lease of copier equipment.	Yearly Lease contract	$3,000/monthly (includes all sites)
Lease of Copier Equipment	Chris' Lock & Key Replace and repair locks as needed	Frequency: on-call basis. 30 min - 1 hour response for emergencies	Service cost based on materials supplied and scope of work/project

Contract for Office Supplies	Standard Coffee. Replenish supplies (coffee, coffee filters, sugar, sweeteners, hot chocolate, etc.)	Frequency: Monthly basis	Approximately $300-400/monthly

HUMAN RESOURCES - OPTIONAL SERVICES			
Service	**Description**	**Service Standard**	**Estimated Costs**
Health and Welfare	Redwood Health Services. Processing of health benefits and claims for all eligible staff members at all sites.	Yearly contract: services provided continuously	Approximately $6,500/monthly
Worker's Compensation	CCSA Joint Powers Authority. Processing of staff's Worker's Compensation benefits and claims for all eligible staff members at all sites.	Yearly contract: services provided continuously	$8,500/monthly
Health and Welfare	Kaiser Foundation Health Plan Inc. Provide health care to all eligible staff members at various Kaiser Permanente Health Care Facilities.	Yearly contract: services provided continuously	$11,016/monthly (includes all 3 schools)
Labor	Kelly Services. Provide substitute teachers on an on-call basis	Frequency: on an on-call daily basis	Approx: $215/day per substitute
Special Education	Michael Golden. Speech Therapist. Provide IEP students speech analysis and treatment.	Weekly visits.	$1,560/monthly
Health and Welfare	CoPower. Provide dental coverage to all eligible staff members	Yearly contract: services provided continuously	Cost: Approximately $4,000/monthly
Special Education	EdTech Inc. Instructional Consultants provided for students with IEP who require special services	Yearly contract: services provided continuously	Cost: Approximately $2,500/monthly