



# ARKANSAS DEPARTMENT OF EDUCATION

## 2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Celerity Global Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2016 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Celerity Global Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 600

Name of Sponsoring Entity: Celerity Global Development

Other Charter Schools Sponsored by this Entity (Name and Location):

Celerity Nascent (CA), Celerity Dyad (CA), Celerity Troika (CA), Celerity Octavia (CA), Celerity Cardinal (CA), Celerity Palmati - (CA) Celerity Sirius - (CA), Celerity Crestworth, (LA), Celerity Dalton, (LA), Celerity Lanier (LA), and Celerity Woodmere (LA)

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.**

Name of Contact Person: Craig Knotts

Address 3415 S. Sepulveda Blvd, Suite 370 City: Los Angeles

ZIP: 90034 Daytime Phone Number: (323) 493-4315 FAX: (225) 341-6779

Email: cknotts@celerityschoools.org

Charter Site

Address: 4809 Dollarway Rd City: Pine Bluff

ZIP: 71602 Date of Proposed Opening: August 2017

Chief Operating Officer

of Proposed Charter (if known): Vielka McFarlane Title: Founder/CEO

Address: 3415 S. Sepulveda Blvd, Suite 370 City: Los Angeles, CA

ZIP: 90034 Daytime Phone Number: (323) 493-4315

The proposed charter will be located in the Dollarway School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Vielka McFarlane Position: CEO/Founder State of Residence: CA

Name: Craig Knotts Position: Regional VP State of Residence: LA

Name: Celesta Deter Position: National VP Pupil Services State of Residence: CA

Name: Kendal Turner Position: Chief Financial Officer State of Residence: CA

Name: Elizabeth Morales Position: Board Member State of Residence: CA

Name: Gabriel Buelna Position: Board Member State of Residence: CA

Name: Teresita Charlton Position: Board Member State of Residence: CA

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

1192 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Dollarway School District</u>	<u>Watson Chapel</u>	_____
<u>Pine Bluff School District</u>	_____	_____
<u>White Hall School District</u>	_____	_____

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations to the classroom. Our mission is to provide quality education in under-served communities by creating alternative schools that focus on the potential of every child.

Celerity Global Charter School (CGCS) will offer an exemplary public education for a community where, to date, the only options have been under-performing or dramatically failing public schools. Our school in Arkansas will be a small, highly collaborative and high-performing school. Celerity will create a dynamic school community where everyone - school leaders, parents, teachers, students, and staff - will work hard to meet high expectations, with transparency and accountability for achieving success. While we incorporate a diligent focus on student achievement outcomes across core academic areas in our programs, our school will seek to develop the "whole child" via engaging programs in the arts, technology and physical education. Celerity will emphasize respect and diversity in all aspects of operations to create inclusive communities where people from different cultural, ethnic, racial, and religious backgrounds are able to learn, live and work harmoniously.

The school will open as a K-5 in for the 2017-2018 school year and add a grade level each year until at full K-12 scale.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

**Higher Expectations** - All students of Celerity Global will work toward meeting or exceeding the grade level content standards. We believe in setting higher standards and supporting students to meet them.

**Parent Participation** - We will include parents as an integral part of the day-to-day operations of the school.

**Extended Learning Time** - All students will be provided a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic content.

**Student Assessment** - Celerity Global Charter School will use a variety of strategies for student assessment and program evaluation in order to continuously improve the school climate, organization, management, curricula, learning, and instruction.

**Technology Integration** - Students and teachers will have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication.

**Superior Leadership** - The success of the school is dependent on the role that leadership plays inside and outside the classroom.

**Innovative Instruction and Professional Development** - Celerity will use a variety of research based instructional strategies and professional development to reach all teachers and students.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The Public Hearing was held on April 21st at 6:00pm at the Merrill Community Center (1000 S. Ash Street, Pine Bluff, AR 71603). Public notices were published in the *Pine Bluff Commercial* on March 30th, April 6th, and April 12th (attached). On April 3rd and 4th the Superintendents from districts where the school would likely draw students from were notified of the hearing (Emails attached).

At the Hearing Celerity Global Development provided an overview of the school and answered questions as well as listened the concerns of the 4 members of the public that were in attendance.

The meeting concluded at 7:30pm.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Celerity Global Charter School will be governed by a non-profit board of trustees, whose major roles and responsibilities will include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff. The CEO is not a member of the Board of Trustees. The Board of Trustees are broadly representative of the schools and our communities and have, by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of a school, and more specifically, successfully educating our target student populations.

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

The Trustees will meet every two months or additionally as needed and will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

- Development, review, or revision of the School's accountability and mission;
- Development of the school calendar and schedule of Board meeting;
- Development of Board policies and procedures;
- Development and approval of the annual budget;
- Review of requests for out of state or overnight field trips;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Election of the Board annually and other Officers as necessary;
- Approval of charter amendments;
- Approval of annual fiscal and performance audits;
- Ratification of personnel discipline (suspensions or dismissals) as needed;
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions;
- Oversight of the hiring, supervision, evaluation and if necessary, ratification of termination of the School

employees

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

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

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

The Board of Trustees are broadly representative of the schools and our communities and have, by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of a school, and more specifically, successfully educating our target student populations.

Within 6 months of the start of school, the Board of Directors will consist of at least 2 local members. The board will transition from the existing board to a new non-profit based in Arkansas that will comply with Arkansas law. The members of the board will be completely Arkansas Based within 6 months of the school opening.

The term of office of all elected members of the Board shall be three (3) years. There shall be no limitation upon the number of consecutive terms to which a director may be re-elected. Each director, including a director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified. If a vacancy is created by any event, a majority of the remaining directors then in office may appoint a new director to serve until the next annual meeting of the Board. Any director elected to fill a vacancy not resulting from an increase in the number of directors shall have the same remaining term as that of his predecessor.

Celerity plans to gradually expand its Board over the next three years to add another three to seven new board members. In order to ensure that key organizational needs are met, Celerity's Board recruitment efforts will focus on the following background experiences:

#### **Professional Background of Current Board Members Skills Set**

1. *Public School Administration* Understanding all aspects of running large public schools in at risk communities
2. *Public School Education* Understanding Curriculum and educational strategies
3. *Finance/Legal* Experience with creating multi-national start up companies and legal issues affecting all aspects of operations
4. *Marketing/Fund Development* Understanding media relations and marketing
5. *Large Market Media* Understanding Branding, Messaging and Organizational Growth Strategy

#### **Professional Background of Potential New Board Members Skills Set**

1. *Civic Leader* of Community Engagement and Fund Developing
2. *Retail Professional* Understanding of Customer Service Models
3. *Social Services Professional* Understanding of At-Risk-Communities Needs
4. *Entrepreneur* Understanding of Organizational Structure and Growth Strategy in a Changing Economy
5. *Communications Expert* Understanding of Communications Strategies
6. *Political Strategist* Advice and Support on Navigating Legislation

## 7. Attorney Advice and Support on Understanding the Ever Changing Laws Affecting Charter Schools.

The Board will receive training on their fiduciary duties and laws governing public charter schools, conflicts of interest, and other governance laws and procedures as applicable. Training will be completed prior to the opening of Celerity's first school by outside legal counsel. Additional training will occur and be in compliance with all Arkansas requirements for board training hours. Celerity will maintain the Board Book including the Board's Bylaws, Conflicts Policy, meeting agendas, meeting minutes and other records through an online management system to enable new Trustees to review the history of Celerity's operations and Board business and ensure public records requirements. This will be updated continuously as needed. New Trustees will receive training on their fiduciary duties and laws governing public charter schools, conflicts of interest and other governance laws and procedures and Celerity will provide "refresher" training as needed for current Trustees.

### Site-Based Advisory Council

Celerity Global Charter School will have an on-site governance Advisory Council, the Site-based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members. The Site-Based Advisory Council is a self-selecting Body. Meetings take place once a month at each school site. During the September General Parent Meeting, parents, community members and staff self-nominate to be Council Members. The General Assembly ratifies by consensus the self-selected members. Starting in October, the Site-Based Advisory Council will meet monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal, Director of School Services, Regional VP, and Chief Executive Officer on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of CGCS Meetings occur monthly from September to May each school year.

Disputes arising from within Celerity Global Charter School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the CGCS Board of Trustees and/or principal. Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Director of School Services
4. Regional Vice President
5. Chief Executive Officer
6. Celerity Education Group Board of Trustees

This process will allow for the schools' leadership to be responsible to parents. Should a parent or student have an objection to a governing board policy or decision, the parent or student may present the complaint to the Authorizing Entity.

3. Give the mission statement for the proposed charter school.

Applicant Response:

At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations to the classroom. Our mission is to provide quality education in under-served communities by creating alternative schools that focus on the potential of every child.

Celerity Global Charter School (CGCS) will offer an exemplary public education for a community where, to date, the only options have been under-performing or dramatically failing public schools. Our school in Arkansas will be a small, highly collaborative and high-performing school. Celerity will create a dynamic school community where everyone - school leaders, parents, teachers, students, and staff - will work hard to meet high expectations, with transparency and accountability for achieving success. While we incorporate a diligent focus on student achievement outcomes across core academic areas in our programs, our school will seek to develop the “whole child” via engaging programs in the arts, technology and physical education. Celerity will emphasize respect and diversity in all aspects of operations to create inclusive communities where people from different cultural, ethnic, racial, and religious backgrounds are able to learn, live and work harmoniously.

The school will open as a K-5 in for the 2017-2018 school year and add a grade level each year until at full K-12 scale.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Dollarway School District		
District Status	State Takeover		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	9.32	4.67	89.72
Targeted Achievement Gap Group	9.32	4.67	89.80
African American	8.65	4.71	90.91
Hispanic	n < 10	n < 10	n < 10
White/Caucasian	22.58	7.14	n < 10
Economically Disadvantaged	9.35	4.68	89.80
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	2.94	2.94	82.61

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Dollarway School District	
Campus Name	Matthews Elementary School	
Grade Levels	K-5	
Campus Status	State Takeover	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	7.82	4.12
Targeted Achievement Gap Group	7.82	4.12
African American	8.26	4.35
Hispanic	n < 10	n < 10
White/Caucasian	n < 10	n < 10
Economically Disadvantaged	7.88	4.15
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	0.00	0.00

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Dollarway School District	
Campus Name	Robert F Morehead Middle School	
Grade Levels	6-8	
Campus Status	State Takeover	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	6.22	8.26
Targeted Achievement Gap Group	6.22	8.26
African American	6.31	8.07
Hispanic	n < 10	n < 10
White/Caucasian	7.41	14.29
Economically Disadvantaged	6.22	8.26
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	7.41	7.14

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Dollarway School District		
Campus Name	Dollarway High School		
Grade Levels	9-12		
Campus Status	State Take Over		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	15.47	0.00	89.72
Targeted Achievement Gap Group	15.47	0.00	89.80
African American	12.42	0.00	90.91
Hispanic	n < 10	n < 10	n < 10
White/Caucasian	n < 10	n < 10	n < 10
Economically Disadvantaged	0.00	0.00	89.80
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	0.00	0.00	82.61

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Many school districts throughout the country struggle to meet the needs of low income students. Dollarway School District located in the City of Pine Bluff is no exception. In 2013, the median household income for Pine Bluff was \$28,501 compared to the Arkansas average of \$40,511. The unemployment rate in Pine Bluff was 10.6% compared to Arkansas at 6.5%. The Crime Index for Pine Bluff has consistently maintained a level over twice the national average from the years 2002-2012. (Statistics pulled from city-data.com).

In December of 2015, the Arkansas Department of Education voted to take control of the Dollarway School District due to its low test scores. "The district's high school has been in academic distress since July 2014. Academic distress means that fewer than 49.5 percent of students have scored at a proficient or advanced level in math or literacy. The classification allows the state Education Board to take a variety of actions, including taking over a district." (<http://arkansasnews.com/news/arkansas/state-education-board-places-dollarway-school-district-under-state-control#sthash.C9dBMeba.dpuf>).

In April of 2016, the ADE put the Dollarway School District in financial distress as well (<http://www.arkansasonline.com/news/2016/apr/14/dollarway-school-district-placed-financial-distress/>).

Celerity demonstrates a history of working with a similar demographic of students with uncommonly high performing results. Celerity operates schools for over 3,600 students within areas of Southern California (Jefferson Park, South Los Angeles, Compton, Eagle Rock, Sun Valley, Highland Park, and North Hollywood). These areas all have a similar history of economic disparity and high crime rates. Despite these statistics, Celerity has demonstrated that students can from these communities can perform well above the state average by providing strong educational programs which are focused on creating positive social change.

API (Academic Performance Index) was a measurement of progress of individual schools in California between 1999 and 2013 on a scale of 200-1000 points. The state average API in 2013 was 811 and the Los Angeles Unified District Average was 750. With a population of approximately 90% of the students qualifying for Free and

Reduced Lunch and 90% identifying as African-American or Latino, Celerity Schools demonstrated the following API results:

Celerity Troika - 947  
Celerity Nascent - 910  
Celerity Octavia - 903  
Celerity Palmati - 895  
Celerity Cardinal - 893  
Celerity Dyad - 871  
Celerity Sirius - 789

In addition, Celerity consistently demonstrates high levels of fiscal responsibility with multiple controls in place to ensure compliance with all Local, State, and Federal Laws.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Not Applicable

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

**Best Practices**

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

**Data driven instruction** - on a weekly and bi-monthly basis, teachers analyze Study Island and SchoolNet Assessment results to identify student strengths and areas of need. This data is then used to guide lesson

planning and design for the next week, or assessment period.

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

**Technology** - technology is integrated into the curriculum for instructional delivery, for assessments such as Study Island (Online Assessment), for teaching math skills through ST Math from the Mind Institute (Visual Math Software for Instruction and Assessment), and to maintain our student information system on PowerSchool.

### **The Instructional Environments**

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

#### o Academic Rigor in a Thinking Curriculum

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

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

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

#### o Accountable Talk

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

#### o Clear Expectations

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

celebrated.

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

#### o Self-Management of Learning

Students will be explicitly taught to assume responsibility for their own learning through scaffold learning experiences. They will monitor and regulate their own cognitive processes with increasing spontaneity and sophistication. They will monitor their own understanding of concepts and reflect what is being learned. They will check for new insights among prior understanding, and connect new information to their background knowledge by using metacognitive skills as well as by taking responsibility for their own learning.

#### o Learning as Apprenticeship

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

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

- Modeling and observation. Through this observation, mediated by conversations in which critical features of the work or product are pointed out and processes analyzed, students will learn to discriminate good from poor practice, and acceptable from unacceptable outcomes.
- Active practice. Students will practice learning by developing products and performances under controlled conditions in and beyond the classroom.
- Scaffolding. Products will be created jointly with apprentices doing the part they can and masters or more advanced apprentices doing the more demanding parts. As student apprentices begin to develop competence in a content area, teachers will gradually reduce the amount of support and scaffolding.
- Coaching. Student apprentices will be coached by their teachers, visiting experts, and their more advanced peers, who observe, comment, challenge and suggest modification to the work.
- Guided reflection. Students will have the opportunity to continually engage in considering, evaluating, and improving on their work.

#### o Fair and Credible Evaluations

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

#### o Recognition of Accomplishment

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

### **Culturally Responsive Standards-Based Classrooms and School**

Teachers, administrators, and support staff will communicate high expectations and through their words and

actions, respect for students' culture, history, heritage and contextual cultural reality. The indicators for this model will be found in the classroom and school environment, in lesson activities, and in student work.

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

**Lessons and activities** will connect content with students' prior knowledge, life experiences, contextual reality, and cultural history. The units will extend into students' lives outside of school. Teachers will utilize KWL charts, graphic organizers and culturally connected instructional strategies such as mnemonics, and storytelling. The school, home, and community activities will authentically bring parents and families into academic units study.

**Student Work showcases and projects** will be displayed at various stages of development and will evidence their understanding of content in a manner that connects to their lives, culture, and cultural context. Teachers will use authentic and alternative assessment instruments and student created rubrics and criteria charts to inform instruction and celebrate successes.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Increase in the proficiency rates for all students in the areas of Reading, English, Mathematics, and Science	Arkansas State Assessment – ACT Aspire	3% increase in students achieving proficient in Reading, English, Mathematics, and Science	Annually assessed but meeting goal by 2021-2022 School Year
Increase in the proficiency rates for all students in the areas of Reading, English, Mathematics, and Science	NWEA or other Nationally Recognized Assessment	3% increase in students achieving proficient in Reading, English, Mathematics, and Science	Annually assessed but meeting goal by 2021-2022 School Year

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Results and accountability will be demanded from all stakeholders at Celerity Global Charter School. Data will be relied on heavily for decision making. The Principal, Director of School Services, Regional VP, and Chief

Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

Benchmark Assessments - In order to monitor student achievement throughout the academic school year, CGCS teachers will use the following assessments as benchmark assessments: teacher assignments and Study Island standards based assessments (weekly), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). In addition, standards based benchmark assessments (SchoolNet) will be implemented 3 times a year for grades K-2 and 4 times a year for grades 3-12. All of the assessments are aligned with the Common Core State Standards and the Arkansas Curriculum Frameworks.

Technology - CGCS will teach technology skills through integration with core content areas and projects. Therefore, student progress toward technology skills will be assessed at the end of each trimester when student projects are due. Each trimester project includes a technology component. The student's ability to demonstrate technology skills learned throughout the trimester will be evidenced by the performance task and corresponding rubric.

Study Island - CGCS will use Study Island assessments to monitor student achievement on a weekly basis. During weekly grade-level team meetings, teachers will analyze Study Island data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers will use this data to guide their instructional planning for the upcoming week. Parents will have opportunities to access Study Island home practice accounts. Through these accounts, parents will be able to support their child's academic progress. Study Island will also be programmed to email school assessment results directly to parents on a weekly basis.

SchoolNet Assessments - CGCS will use SchoolNet assessments, three times for grades 3-12 and four times for grades K-2, each school year to monitor student achievement and guide instruction. Each assessment will be aligned to Arkansas State Standards and assesses mastery of these standards. During pupil-free professional development days, teachers will analyze the SchoolNet results to identify re-teach standards and revise lesson plans to incorporate these standards. SchoolNet results will also be shared with parents and students through meetings, conferences, and data walls. All stakeholder groups will use SchoolNet results to celebrate progress and identify areas for growth.

The use of these assessment tools will assist in the monitoring of student progress towards achieving the above stated goals on a weekly, bi-monthly and annual basis. Through increased student achievement on the Arkansas State Standards, CGCS will demonstrate that we are meeting our identified educational need for the school and fulfilling our mission of providing a quality school in an under-served community.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

## **ELEMENTARY DAILY SCHEDULE**

GRADE(S): \_\_\_\_\_ K-5 \_\_\_\_\_

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am	English Language Arts, Reading, Writing, Listening, Speaking and Viewing	English Language Arts, Reading, Writing, Listening, Speaking and Viewing	English Language Arts, Reading, Writing, Listening, Speaking and Viewing	English Language Arts, Reading, Writing, Listening, Speaking and Viewing	English Language Arts, Reading, Writing, Listening, Speaking and Viewing
10:00am	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00am	Technology	Technology	Technology	Technology	Technology
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00pm	Activity/Review	Activity/Review	Activity/Review	Activity/Review	Activity/Review
12:30pm	Social Studies including Arkansas History at Grades 4 and 5	Social Studies including Arkansas History at Grades 4 and 5	Social Studies including Arkansas History at Grades 4 and 5	Social Studies including Arkansas History at Grades 4 and 5	Social Studies including Arkansas History at Grades 4 and 5
1:15pm	Science	Science	Science	Science	Science
2:00pm	Physical Education/Art/Performing Arts/Chess/Practical Living Skills/Career Exploration				
3:00pm	After School Program				
6:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## MIDDLE SCHOOL COURSES

GRADE(S): 6 YEAR OFFERED: 2018-2019

### REQUIRED COURSES

- English Language Arts, Reading, Writing, Listening, Speaking and Viewing
- Mathematics
- Social StudiesArkansas History/Social Studies
- Physical SciencePhysical Education/Art/Performing Arts/Chess
- Technology/Tools for Learning

### ELECTIVE COURSES

- \_\_\_\_\_

GRADE(S): 7 YEAR OFFERED: 2019-2020

**REQUIRED COURSES**

- English Language Arts, Reading, Writing, Listening, Speaking, and Viewing
- Mathematics or Pre-Algebra
- World Civilizations
- Science
- Physical Education/Art/Performing Arts/Chess
- Career Education

**ELECTIVE COURSES**

- \_\_\_\_\_
- 

GRADE(S): 8 YEAR OFFERED: 2020-2021

**REQUIRED COURSES**

- English Language Arts, Reading, Writing, Listening, Speaking, and Viewing
- Pre-Algebra I or Algebra I
- United States History
- Science
- Physical Education/Art/Perforing Arts/Chess
- Health and Safety

**ELECTIVE COURSES**

- \_\_\_\_\_
-

## HIGH SCHOOL COURSES

GRADE(S): 9 YEAR OFFERED: 2021-2022

### REQUIRED COURSES

- ADE Approved English 9 or ADE Approved English 9 Honors
- ADE Approved Algebra I or ADE Approved Algebra I Honors
- AP Track: ADE Approved Geometry or ADE Approved Honors Geometry
- ADE Approved Biology or ADE Approved Biology Honors
- ADE Approved Civics/American Government or ADE Approved Civics/Government Honors
- Economics
- ADE Approved Physical Education or ADE Approved Health and Safety

### ELECTIVE COURSES

- Foreign Language I or Foreign Language I Honors
- 

GRADE(S): 10 YEAR OFFERED: 2022-2023

### REQUIRED COURSES

- ADE Approved English 10 or ADE Approved English 10 Honors
- ADE Approved Geometry or ADE Approved Geometry Honors
- AP Track: ADE Approved Algebra II or ADE Approved Algebra II Honors
- ADE Approved Physical Science or ADE Approved Physical Science Honors
- ADE Approved World History or ADE Approved World History Honors or AP World History
- Arts I or ADE Approved Oral Communication or ADE Approved Oral Communication Honors
- Vocal Music
- Career and Technical Education

### ELECTIVE COURSES

- Foreign Language II or Foreign Language II Honors
- 

GRADE(S): 11 YEAR OFFERED: 2023-2024

### REQUIRED COURSES

- ADE Approved English 11 or ADE Approved English 11 Honors or AP English Language and Composition
- ADE Approved Algebra II or ADE Approved Algebra II Honors or ADE Approved Pre-Calculus or ADE Approved Pre-Calculus Honors
- ADE Approved Chemistry or ADE Approved Chemistry Honors or AP Chemistry
- ADE Approved American History or ADE Approved American History Honors or AP US History
- Arts II or Debate I or Instrumental Music
- Career and Technical Education

## ELECTIVE COURSES

- ACT Prep I or ACT Prep II
- 

GRADE(S): 12 YEAR OFFERED: 2024-2025

### REQUIRED COURSES

- ADE Approved English 12 or ADE Approved English 12 Honors or AP English Literature and Composition
  - ADE Approved Pre-Calculus or ADE Approved Pre-Calculus Honors or Calculus or AP Calculus AB
  - Physics or AP Physics I or Computer Science and Mathematics
  - Drama
  - Journalism
  - Career and Technical Education
- 

### ELECTIVE COURSES

- ADE Enhanced AP United States Government & Politics
  - Fine Arts III or Foreign Language III
  - Essentials of Computer Programming or College Prep
- 

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Celerity Global Charter School will instruct students in the Common Core Standards and Arkansas Curriculum Frameworks as defined by ADE to align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

After enrollment, all students will be assessed with external and internal assessments to identify opportunities for support and/or enrichment. Prior to the beginning of the school year, the teacher will meet with the parents to discuss an individual plan for the student's learning. The curricular standards will be broken down by quarterly reporting periods. The parent will be able to assist with the development of the learning plan in a format that is comprehensible to them such as checklists, etc. The parent will also have an opportunity during this meeting to provide additional information that will assist the student's learning. Student assessments throughout the school year will be formative and summative such as: (1) state-mandated standardized tests, (2) school-designed test using school generated rubrics based on state standards, (3) portfolios, (4) exhibits, (5) publisher-developed assignments and tests. The Arkansas Statewide Assessment for grades 3-12 and the The Qualls Early Learning Inventory and Iowa Assessments for K-2 will be the primary summative assessment utilized by CGCS.

Teachers will use the following instructional techniques to teach students the subject matter set forth in the standards: direct instruction, explicit teaching, knowledge-based learning, discovery-learning, investigatory, inquiry-based, problem solving-based, guided discovery, set-theory-based, progressive, or other methods.

These techniques will be utilized in the core areas of English Language Arts, Reading, Writing, Mathematics, Science, and History/Social Science.

For English Language Arts, Reading and Writing Celerity will utilize Houghton Mifflin *Journey's* for grades K-6 and Houghton Mifflin - Harcourt *Collections* for 7-12. In the area of Mathematics Celerity will utilize Pearson *Envisions* for grades K-5, *Digits* for 6-8 and Pearson *Algebra I, Algebra II, Geometry*, and other Pearson publications for *AP and Honor's Courses*. For Science, Celerity utilizes the Delta Education *Full Option Science System* for K-8 and Houghton Mifflin - Harcourt *Science* for 9-12.

### ***Technology***

By implementing technology with the curriculum, CGCS will ensure that students learn computer skills while pursuing academic goals. CGCS will maintain mobile laptop labs in locked carts to ensure that all students have access to laptops for technology instruction. The school will provide students with safe and secure Internet access for learning.

### ***Curriculum Specialists***

CGCS will have curriculum specialists. The Curriculum Specialists will be in the teachers' classrooms daily, conducting observations, performing model demo lessons, and teach teaching, in order to monitor the instructional methods being used by teachers. The Curriculum Specialists will also provide professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum Specialists will also meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these daily interactions with teachers and through grade-level team meetings, the Curriculum Specialists will gather data which informs and drives teacher professional development. The Principal and Curriculum Specialists will meet weekly to review and analyze assessment data and classroom observations. The Principal and Curriculum Specialist will then create a plan for professional development and grade level team meetings based on this data.

### ***Professional Communities through Academic Teaming***

Our academic teaming program will organize groups of middle school teachers across grade levels and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Teaming will link middle school teachers, who teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling and discipline of a group of 40-60 students. By creating a learning team we seek to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. Our teachers will work in small collaborative teams with common planning time (after school for a 2 hour block of time in addition to the weekly staff meetings) where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. Weekly Study Island data will be reviewed and analyzed, and action plans will be created to strategically target students not demonstrating proficiency.

All teachers will work in small collaborative teams where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. At grades K through 6 (self-contained) teachers will meet weekly in grade-level teams to review weekly Study Island data and strategically plan lessons for the upcoming week to re-teach students not demonstrating proficiency. Teachers of grades 6 through 12 who participate in the block scheduling at CGCS will meet as a team across grade levels 6-12 and departments ( English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. CGCS will recruit highly qualified new and experienced teachers who are committed to our core values and beliefs and meet the requirements set forth by the ADE. CGCS will recruit

through hiring fairs, advertising, and targeted University contacts.

### ***Professional Development***

Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. CGCS will be a professional learning community and we will infuse the Principles of Learning (Organizing for Effort) into our school-wide professional development plan in order to help the teachers analyze the quality of instruction and opportunities for learning that they offer to students.

The selection of professional development will be based on school-wide priorities through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, portfolios, self-evaluations, videotaped lessons, administrator observations, and peer observations. Based on this data, plans will be developed to address needs for individual teachers, grade levels, content area specialists, and for school-wide staff development initiatives.

Professional development will include time for teacher collaboration and curriculum development. Teachers will observe and share expertise with each other. All teachers will be trained in the Common Core and Arkansas Curriculum Framework, Model Core Teaching Standards, Reader's Workshop and Writer's Workshop, Culturally Responsive Pedagogy, Project Based Learning, Thematic Teaching, Observation Skills for Behavior Intervention, and English Language Development, in addition to the Principles of Learning.

Teachers will work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. CGCS assures that its staff will attend and/or conduct professional development activities that support access by students with disabilities to its general education program. Our administrators will conduct individual teacher performance evaluations utilizing the Arkansas state required Teacher Excellence and Support System (TESS).

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

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

All teachers at CGCS will be trained in "non-lecture Socratic group discovery" process of instructional delivery. We will train teachers to become facilitators of instruction and not the "sage on the stage." This would enable them to involve our students fully in the learning process. The preparation of teachers and support for their

continuing professional development will be critical to the successful implementation of our academic program.

At the beginning of every academic year there will be a five day paid faculty training aimed at developing standards-based curricula guidelines and lesson plans. There will be five follow up sessions, one during the second month of school and one more every two months to coincide with benchmark assessment and data analysis. Additional ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data as well as teacher identified growth needs and interests. Having an opportunity to meet together for such long periods will help promote the spirit of cooperation among our teachers as they create thematic and integrated lesson plans. Additionally, teachers will meet every Wednesday at the end of the school day to do common planning, analyze student work, and receive targeted professional development that is identified as needed between the full day professional development days.

This process of inquiry and data analysis to guide instruction will happen four (4) times a year: prior to the start of each school year, and at the end of each trimester. The data collected will then be used to plan professional development for the upcoming trimester.

In order to provide a quality instructional program in all subject areas the CGCS will implement professional development programs that would ensure that:

- Teachers are technologically proficient and able to integrate technology into the learning process.
- Teachers possess an in-depth understanding of content standards and continuously strive to increase their knowledge of content.
- Teachers receive excellent training about both pedagogy and content to ensure that they are able to use a variety of instructional strategies in conveying the content of the subject area.
- Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to students' needs.
- Teachers effectively organize instruction around goals that are tied to standards and direct student learning.
- Teachers utilize both classroom assessments and standardized tests results to guide instruction.
- Each teacher develops in cooperation with the Principal or designee an annual professional development plan in line with our long-term professional development goals within TESS.
- At the end of the academic year, teachers submit a professional growth portfolio showcasing how they accomplished their annual professional development plans.

Professional development will be delivered by the Principal, Director of School Services, Chief Executive Officer, Central Staff, Curriculum Specialists, outside consultants who are experts in their fields, and textbook publishers.

### ***Individual Learning Plans (ILP)***

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

Low achieving students will initially be identified based upon low achievement scores as identified through the use of the following assessment tools: ESEA Test reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, publisher provided Curriculum-Based Assessments, Study Island, and SchoolNet. For English Language Learners, initial date of identification as an ELL or IFEP and progress in ELD level will also be reviewed and taken into consideration as well as if they have received any Special Education

Services.

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

### ***Identifying Students In Need of Intervention***

CGCS will implement intervention strategies that reduce student dropout and under achievement and establish goals to decrease these numbers by 3% over the year of the charter. Intervention will be provided through the afterschool tutoring program where students who do not demonstrate mastery of grade-level standards receive intensive and strategic academic support to address areas of weakness as identified by the student's teacher. The after school program will also provide additional opportunities for students to benefit from software programs such as ST Math and Study Island. In identifying students in need of intervention assistance, CGCS will use the following risk factor indicators: Excessive Absences or Tardiness, Poor Peer Relationship, Frequent Change of Residence, Immature-Easily Influenced, Grade Retention, Disruptive Behavior, Inability to Tolerate Structure, Frequent Suspensions/Expulsions, Low Self Esteem, and Frequent Health Problems.

In addition, students identified for intervention via the risk factor indicators above may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST will be a total school commitment to providing assistance in the general education classroom to students who need intervention and support. It will begin with a meeting involving the school Principal, teachers, parents and other school resources, who are responsible for working with a student who requires assistance. The meeting will provide an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that enable the student to participate more effectively in the regular classroom. The SST will function to stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students who need intervention and support.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

All curriculum materials used in the educational program will be aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised by the State Board of Education in the following ways:

Local stakeholder groups including Parents, Teachers and Principals will meet annually to review and give input to the Superintendent and Board of Directors regarding the school adopted curriculum.

Superintendent and Board of Directors will utilize Parent, Teacher, and Principal input as well as internal and external data to determine the effectiveness of adopted curriculum materials and make updates and or changes to the curriculum materials based on the results.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

**A) Guidance program;**

Applicant Response:

Celerity Global Charter School shall employ a highly qualified Guidance Counselor. The school Guidance Program will be a coordinated effort in collaboration with the Student Study Team and other school teams, and shall include: A) The availability of individual and group counseling to all students; (B) Orientation programs for new students at each level of education and for transferring students; (C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; (D) Consultation with parents, faculty, and outside agencies concerning student problems and needs; (E) Utilization of student records and files; (F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community; (G) The following up of early school dropouts and graduates; (H) A school-initiated system of parental involvement; (I) An organized system of informational resources on which to base educational and vocational decision making; (J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students; (K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; (L) Classroom guidance sessions; and (M) Guidance in understanding the relationship between classroom performance and success in school.

**B) Health services;**

Applicant Response:

Celerity Global Charter School, with the assistance of health professionals, shall implement health and wellness activities that create a safe and healthy school environment that supports learning. The Charter School shall employ or contract with a licensed Nurse for the provision of student health services. Health services shall include, but are not limited to, the following: (A) Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized healthcare plans; (B) (i) Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task (ii) The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation; and (C) Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; (D) Student health screenings shall be conducted annually by a licensed nurse as mandated by the State and the results shall be recorded, provided to parent for referral or follow-up by their doctor, kept in confidential files, and submitted to the State within appropriate timelines; and (E) Student health screenings for Special Education Assessment shall be conducted by a licensed nurse and the results submitted for inclusion in the assessment report and IEP.

### C) Media center;

Applicant Response:

Celerity Global Charter School will infuse media and technology through the standards based curriculum. Laptop Computers and reliable access to a safe and secure the Internet will all students to learn computer skills while pursuing academic goals. CGCS will maintain computer centers and/or mobile laptop labs to ensure that all students have access to laptops for instruction. At CGCS we will utilize online libraries, local libraries, and mobile multi-cultural libraries as well as internet based readers on school computers. The library and media center will be infused within every classroom at CGCS ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.

### D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Celerity Global Charter School will adopt a policy of free, appropriate public education for children with special needs in the least restrictive environment in which they can attain success. Through child search, the charter school places a priority on locating, evaluating, and providing needed supports and services for eligible children with special needs. A diversified program led by highly qualified professionals provides opportunities for each child with special needs to achieve their individual goals. A continuum of program/placement options will be available to students with special needs. CGCS makes specific assurances with regard to the design, implementation, and monitoring of programs, supports and services to students with special needs. In addition, CGCS asserts that all local policies, procedures and practices are in alignment with these assurances and with state and federal guidelines.

IDEA requires that students with disabilities participate in all statewide testing programs regardless of disability category. Any statewide testing program must allow students with disabilities to use accommodations that have been identified by the IEP Team. Accommodations allowed for on State assessments are the same as those provided to the student on a regular basis in his/her normal instructional program. The IEP Team makes all decisions regarding the type of test a student will take and the kinds of accommodations that may be needed. The Team reviews instructional data and considers the type of testing program in which the student participated in previous years. This review assists the Team in determining the appropriate test for the current year.

### E) Transportation;

Applicant Response:

Celerity Global Charter School will contract with an outside vendor to provide transportation for students enrolled who live more than 1 mile and less than 5 miles from the school. The bus provider will comply with all local state and federal laws regarding transportation.

## F) Alternative education, including Alternative Learning Environments;

### Applicant Response:

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue which aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs which cannot be met adequately in a traditional school setting. For those students who may require alternative education or a non-traditional educational environment, Celerity Global Charter School shall provide them with access to such programs. These students will be referred to such programs via the IEP team, 504 plan team, disciplinary hearing panel, or other school teams. The progress of students in alternative educational programs will be monitored and reviewed regularly in order to make decisions regarding their return back to a more traditional school setting. Students in alternative educational programs will still participate in statewide assessments.

## G) English Language Learner (ELL) instruction; and

### Applicant Response:

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

To assist students who do not progress through the ELD Levels, Celerity Global Charter School teachers will infuse culturally relevant pedagogy into the classrooms. In addition, grade-level collaborative units and projects will contain differentiated lessons for ELLs. Classroom instruction will incorporate the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition will also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios will be used to monitor and document language acquisition for each ELL. ELL student progress toward the ELD standards will be examined 4 times a year through ELA assessments and ELD Portfolios. ELLs will also have opportunities to receive additional instructional support during Celerity Global Charter School after-school tutoring and summer school intervention programs.

Celerity Global Charter School shall make every effort to recruit teachers who are bilingual or have state authorization to teach English learners, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

The goal for reclassification is for all ELL students to gain fluency in English as quickly as possible in a non-threatening setting. CGCS will use the following criteria for reclassifying English Language Learners: ELL Students in grades 1 and 2:

- 1-The student has an Annual ELDA overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2-The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.
- 3-The student meets proficiency goals on three consecutive ELA Benchmark Assessments

(SchoolNet and Curriculum Based Unit Assessments)

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

ELL Students in grades 3 through 6:

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

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

3-The student scores Basic or above on the ELA section of the Arkansas State Assessment

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

ELL Students in grades 7 - 12:

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

2-The student scores Basic or above on the ELA section of the Arkansas State Assessment.

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

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

CGCS will adhere to all applicable federal, state, and judicial mandates for English Learners.

#### H) Gifted and Talented Program.

Applicant Response:

Celerity Global Charter School's Gifted and Talented Program will provide screening, identification, and programs/services for exceptional children who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude as well as children who possess unique talent in the visual or performing arts. The Charter School shall utilize a team process aligned to the State's procedures for identification of students as Gifted or Talented. The process will be based on multiple criteria and measures, including but not limited to: observations, assessments, surveys, interviews, school records, biographical data, and student products. Programs and services for identified Gifted and Talented students will be provided by qualified providers and monitored regularly by the school administrator and school's designated Gifted and Talented Coordinator. Teachers will receive professional development on specialized strategies for the instruction of Gifted and Talented students.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

CGCS will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Pine Bluff and will also be located within the boundaries of the Dollarway school District. It is anticipated that CGCS will receive most of its students from the Dollarway, Pine Bluff and Watson Chapel School Districts, with some students also coming from the White Hall School District. The maximum enrollment in the first five (5) of the charter will be 475 students.

According to the 2015-2016 enrollment information housed on the Department of Education Data Center's website, there were 1,192 students enrolled in the Dollarway School District; 4,016 students enrolled in the Pine Bluff School District; 2,605 students enrolled in the Watson Chapel School District; and 2,880 students enrolled in the White Hall School District. The school will enroll approximately 275 students in 2017-18; of those 275 students, it is estimated that up to 165 students would come to the CGCS from the Dollarway School District, up to 61 students from the Pine Bluff School District; up to 39 students from the Watson Chapel School District; and up to 10 students from the White Hall School District. At its maximum enrollment, it is estimated that up to 286 students would come from the Dollarway School District; up to 105 students from the Pine Bluff School District; up to 67 students from the Watson Chapel School District; and up to 17 students from the White Hall School District to CGCS.

It is also possible that CGCS will enroll students who currently attend private schools or who are home-schooled students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Celerity Global Charter School shall develop, with appropriate staff and community participation, a comprehensive plan to increase student achievement.

CGCS goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the ADE annually.

CGCS shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

CGCS shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

CGCS shall adopt written policies for the operation of the school district in accordance with guidelines established by the ADE.

CGCS shall maintain all reports and records necessary for effective planning, operation, and education. In addition, CGCS shall annually submit an accurate and timely report to the ADE appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

Celerity Global Charter School Board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
			2015-2016		2017-2018	2018-2019	2019-2020
	Number	%	%	%	%	%	%
All	1,192						
Two or More Races	9	0.76	1	1	1	1	1
Asian	1	0.08	0	0	0	0	0
Black	1,098	92.11	92	92	92	92	92
Hispanic	17	1.42	2	2	2	2	2
Native American/ Native Alaskan	0	0	0	0	0	0	0
Native Hawaiian/ Pacific Islander	3	0.25	0	0	0	0	0
White	64	5.36	5	5	5	5	5
Free and Reduced Lunch	1,139	95.55	96	96	96	96	96
Data Below from 2014-2015 Cycle 4 Report							
Migrant	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0
Gifted & Talented	105	7.9	7	7	7	7	7
Special Education	103	7.8	8	8	8	8	8
Title I	1,224	92.2	95	95	95	95	95
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			K-5	K-6	K-7	K-8	K-9
Enrollment Cap at the Charter			275	325	375	425	475

Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

**Non-Discrimination Assurance**

Celerity Global Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes
- Admit all pupils who wish to attend the school.
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the School and siblings of students who currently attend the school.
- Not require any child to attend the Charter School nor any employee to work at the charter school.

**Marketing/outreach/recruitment Timeline and Activities**

*November through February* - Publish ads in local newspapers in the Pine Bluff Area

*September through November* - Organize volunteers to distribute literature about the school around the neighborhood.

*July through February* - The school's promotional materials will be accessible to speakers of other languages (Spanish) and parents whose first language is not English.

*July through February* - The school will be publicized through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries.

*December through February* - Several recruitment meetings will take place each year beginning in the winter.

*September through May* - The school will host open houses, back to school nights, orientations and school tours on a regular basis.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Siblings of current students are enrolled prior to the lottery based on available seats.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

#### Public Random Drawing

Celerity Global Charter School accepts applications for the lottery via Email, fax, United States mail or in person. A public random drawing process is implemented if the number of those who students who wish to attend the charter school exceeds the school's "capacity." The following two groups will be exempted from the lottery and and enrolled pending space:

1. Pupils who currently attend the School
2. Siblings of students enrolled at the school.

#### Lottery Process Communication

The school will designate a lottery application deadline and only lottery applications received prior to the deadline will be included in the public random drawing. Public notice of the lottery's procedures, timelines, and rules will be posted on the school's website and will be posted in the school's lobby regarding the date, time and location of the public drawing once the deadline date has passed. The lottery will be conducted in the evening on the second Friday of February so interested parties will be able to attend. Parents do not need to be present at the public random drawing. Parents will be contacted by phone and must respond to the Principal or his/her Designee within two days in order to secure admission by completing the enrollment process.

Names of waitlist applicants will be drawn publicly at random. Students who are not admitted via the drawing will be placed on a waiting list. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone

and must respond to the Principal or his/her Designee within two days in order to secure admission by completing the enrollment process.

Timelines for Open Enrollment Period and Lottery\*

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

Lottery Location

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

Fair Execution of Lottery Procedures Record Keeping

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

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

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

N/A

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

Students who are not admitted via the drawing will be placed on a waiting list. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone and must respond to the Principal or his/her Designee within two days in order to secure admission by completing the enrollment process.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Vielka McFarlane  
Craig Knotts  
Celesta Deter  
Kendal Turner

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

## **ADMINISTRATORS**

**Administrator Position:** Principal

**Reports to:** Director of School Services

**Salary Range:** 70,000 - 100,000

### **Minimum Qualifications Required**

**Education Required:**

Master's in Educational Leadership, Bachelors Degree

**Experience Required:**

3 years teaching experience and 2 years of leadership experience at the school level

**Certification Required:**

Administrative Licensure

**Job Duties: List up to 5 key duties this individual will perform.**

- Prepare regular student achievement reports
- Recruit, evaluate and manage staff including certificated teaching staff, classified staff and special programs classified assistants.
- Develop, coordinate and assess instructional programs including standards based core curriculum intervention programs special education program master plan for English Learner students.

**Job Duties: List up to 5 key duties this individual will perform.**

- Supervise school wide curriculum and assessment mapping including regular student achievement data analysis.
  - Manage and direct safe school program including emergency operations and student discipline.
- 

## **TEACHERS**

**Teacher Position:** Classroom

**Reports to:** Principal

**Salary Range:** \$40,000-\$60,000

**Minimum Qualifications Required**

**Education Required:**  
Bachelors Degree

**Experience Required:**  
None

**Certification Required:**  
Arkansas Licensure

**Job Duties: List up to 5 key duties this individual will perform.**

- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
  - Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
  - Fosters a classroom climate conducive to learning.
  - Plans instruction, sets goals and implements the specified curriculum
  - Assist all students in achieving academic standards and establishing high expectations.
- 

**Teacher Position:** Curriculum Specialist

**Reports to:** Principal

**Salary Range:** \$70,000 - \$100,000

**Minimum Qualifications Required**

**Education Required:**  
Bachelor's Degree

**Experience Required:**  
3 Years of Full time Teaching Experience

**Certification Required:**  
Arkansas Licensure

**Job Duties: List up to 5 key duties this individual will perform.**

- Conduct demonstration lessons and assist teachers with curriculum and pacing of instructional programs.
  - Conduct focused classroom observations of all teachers.
  - Assist classroom teachers in infusing culturally relevant teaching strategies and scaffolding for diverse learners.
  - Assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention and accommodation strategies for all students.
  - Plan and conduct professional development for teachers.
- 

## **SUPPORT STAFF**

**Support Staff Position:** Office Manager

**Reports to:** Principal

**Salary Range:** \$35,000 - \$40,000

### **Minimum Qualifications Required**

**Education Required:**  
Bachelor's Degree

**Experience Required:**  
Office and Customer Service Experience

**Certification Required:**  
N/A

**Job Duties: List up to 5 key duties this individual will perform.**

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

**Support Staff Position:** Parent and Community Liaison

**Reports to:** Principal

**Salary Range:** \$35,000 - \$40,000

### **Minimum Qualifications Required**

**Education Required:**  
Bachelor's Degree

**Experience Required:**

Knowledge of local community and strong customer service

**Certification Required:**

N/A

**Job Duties: List up to 5 key duties this individual will perform.**

- Establishes relationships with key community members and organizations
  - Plans, establishes, and supervises the recruitment and enrollment of students
  - Supervises Parent activities including parent volunteering, PTO (Parent Teacher Organization), and PAC (Parent Advisory Council).
  - Reviews and monitors community partnerships and events and provides approved information to parents, students, school personnel, and the public.
- 

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The back office will be contracted to a third party vendor. The office manager will in charge of procuring items for the school.

The office manager will initiate purchase requisitions and secure the appropriate approvals via an electronic purchase requisition system.

A purchase order will be system generated after the appropriate approvals are secured. General accounting will be handled by the back office provider.

Financial oversight will be handled by the Chief Financial Officer of Celerity Global Development through the Management fee contract.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

The minimum number of students who must attend for the school to be financially viable would be 250 students. The basic services required to staff a Celerity School model for a K-8 school (i.e. principal, teachers, curriculum specialist, etc.), basic services (i.e. student transportation, assessment tools, food services) and overhead fixed costs (i.e. rent and utilities) were determined.

The amount of was then divided by the amount of basic student funding to determine the student count. The calculations were determined by the Chief Financial officer of Celerity Global Services. This individual is a CPA and provides financial oversight to our schools in California and Louisiana.

This individual is a former auditor and has greater than seven years in charter school finance experience.

If fewer students than necessary enroll before the first day of school, CGCS will be afforded the ability to establish and draw from a line of Credit if necessary for Celerity Global Development to provide for unexpected cash flow issues.

If enough students enroll, however fail to begin by the start of school, CGCS will be afforded the ability to establish and draw from a line of Credit if necessary for Celerity Global Development to provide for unexpected cash flow issues.

If any unexpected, but necessary and possibly urgent expenses arise, CGCS will be afforded the ability to establish and draw from a line of Credit if necessary for Celerity Global Development to provide for unexpected cash flow issues.

Federal funding was calculated at our national average of \$537 per pupil for Title I and \$232 for IDEA part B.

Child Nutrition was calculated on 100% of food costs anticipating nearly 100% free and reduced lunch or community wide program.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The applicant requests pursuant to Ark. Code Ann. § 10-4-413 that the first-year audit, and subsequent annual audits, be performed by the following audit firm in accordance with the above requirements.

The annual audit will be conducted by the following audit firm in accordance with Arkansas Legislative Auditor's office.

**Squar Milner LLP**  
3655 Nobel Drive, Suite 450  
San Diego, CA 92122  
**main** 858.597.4100  
**fax** 858.597.4111  
[www.squarmilner.com](http://www.squarmilner.com)

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Celerity Global Charter School plans to lease currently vacant land at 4809 Dollarway Rd., Pine Bluff, AR 71602 and begin construction on a facility in the Fall of 2016. The facility to be used is not a facility of the school district. Please see attached Facilities Utilization Agreement.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The owner of the property at 4809 Dollarway Rd., Pine Bluff, AR 71602 does not have any relationship with Members of the local board of the Dollarway School District, employees of the Dollarway School District, the eligible entity sponsoring our school, or employees/directors/administrators of the sponsoring entity or Celerity Global Charter School.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

A new school facility will be constructed that meets all requirements for accessibility in accordance with the ADA and IDEA and all other state and federal laws and zoning ordinances. We will adhere to the uses allowed for the property by the local zoning authority. There are no alcohol sales within 1,000 feet of the facility.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

N/A

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

- 1) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- 2) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- 3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- 4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Celerity Global Charter School will participate in the Federal National School Lunch Program providing a nutritious Breakfast and Lunch for all students. The school will contract with an outside food vendor that will prepare the meals off-site and cater in each day. The vendor will comply with all local, state and federal laws and regulations.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

One of the primary predictors of student success is parent investment in supporting the instructional program and the education for their children. Parents of Celerity Global Charter School students will be encouraged and expected to participate in the educational process of their children. To reach this goal, parents will be meaningfully and actively engaged in their children's education:

- Parents will be responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it will take for children to achieve at high levels, and by their active voice in achieving the goals of the school through volunteering.
- Parents will be actively engaged in the development of the school as members of the Site-based Advisory Council.
- Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.
- After enrollment, each parent and the school will be encouraged to sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of CGCS. Failure to sign the agreement in no way impacts a student's enrollment.
- Parents will be strongly encouraged to commit to volunteering time to support the school and to participate as mentors. A parent's failure to volunteer or inability to volunteer does not impact the student's enrollment.
- Parent-teacher conferences will take place quarterly.

Prior to admission all parents/guardians will be encouraged to 1) attend an orientation. After admission parents are encouraged to sign a non-binding family agreement indicating they understand the CGCS philosophy, program and outcomes, and accept the responsibilities as set forth prior to admission. Family agreements for parents/guardians of all students will encourage their involvement in and support of their child's educational experiences:

- Work with the child at home with homework, projects, etc.
- Maintain a positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and on time.
- Enforce the school code of conduct with their child (i.e. wearing the uniform).
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Encouraged to volunteer at least three (3) hours per month at the school.

Celerity Global Charter School will strive to collaborate with the community to provide resources that will be available to students and parents. The schools will each hire its own Parent/Community Liaison to create these partnerships with community organizations and bring the resources to students and parents at the schools.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Celerity plans to identify, train, and maintain highly qualified local staff within the Pine Bluff Region. The identification, training, and maintaining of this staff will be conducted by an experienced team of administrators with extensive experience in the establishment of charter school in new areas of the United States. Celerity will identify school leadership including the Principal, Curriculum Specialist/Administrator in Training, Office Manager, and Parent Community Liaison. The leaders will work alongside highly experienced and qualified Directors of School Services, Directors of Pupil Services, Principals, Curriculum Specialists, Teachers, Office Managers, and Community Liaisons.

The main components of the training program include:

- Establishing and Maintaining a Culture of High Expectations for all Staff and Students
- Mastery of the Celerity Assessment Cycle
- Supervision and professional development of both Classified and Certificated Staff
- Establishment and maintenance of a positive school climate
- Ensuring school-wide customer service
- Managing Positive School-Wide Discipline
- Maintenance of a Safe School Environment (School Transitions and Facilities)
- Coordination of Special Events
- Facilitation of Special Education Services
- Recruitment and Enrollment Procedures
- Establishing and maintaining Parent and Community Positive Relationships

Upon completion of the training program, these school leaders will be supervised closely as they work to build the foundation for community relations, inform parents of the choice they have to enroll their child, and implement the procedures necessary for the opening of the school.

23. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Celerity Global Charter School proposes to locate its open-enrollment public charter school within the boundaries of the Dollarway School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Dollarway, Pine Bluff and Watson Chapel School Districts. Celerity Global Charter School may also receive some students from the neighboring White Hall School District.

In carefully reviewing the potential impact that Celerity Global Charter School would have upon the efforts of the Dollarway School District and its contiguous districts to comply with court and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that the Dollarway, Pine Bluff, and Watson Chapel School Districts either are or have been subject to federal court orders to create and maintain a unitary system of desegregated public schools. The White Hall School District is not currently, nor has it ever been, under a federal District Court desegregation order. As an open-enrollment public charter school, Celerity Global Charter School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

Finally, Celerity Global Charter School would show that nothing in any existing federal District Court desegregation order affecting the Dollarway, Pine Bluff, and Watson Chapel School Districts contains any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school within the boundaries of the Dollarway School District.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

**Waiver Topic: School Board**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-13-601 et seq. District Board of Directors
- Ark. Code Ann. §6-14-101 et seq. School Board Elections

**Rationale for Waiver**

Celerity Global Charter School seeks exemption from these portions of the Education Code in order to govern the CGCS board as planned in this charter. CGCS believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the CGCS board. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.

---

**Waiver Topic: Grading Scale**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-15-902 (a) Grading Scale

**ADE Rules**

- 

**Rationale for Waiver**

Celerity Global Charter School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio. CGCS holds all of its students to higher standards with an expectation of 80% proficiency in all subject areas.

---

**Waiver Topic: Personnel**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-15-1004 - Qualified Teacher in Every Classroom
- Ark. Code Ann. §6-17-301 - Concerning Employment of Certified Personnel
- Ark. Code Ann. §6-17-302 - Concerning Principals' Responsibilities
- Ark. Code Ann. §6-17-309 - Concerning Certification to Teach Particular Grade or Subject Matter
- Ark. Code Ann. §6-17-401 - Concerning Teacher Licensure Requirement
- Ark. Code Ann. §6-17-902 - Concerning Definition of Teacher
- Ark. Code Ann. §6-17-919 - Concerning Warrants Void without Valid Teaching License

**ADE Rules**

- Section 15.02 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts
- Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts, and the ADE Rules Governing Educator Licenses

**Rationale for Waiver**

Celerity Global Charter School seeks exemption from these portions of the Education Code. While CGCS will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that CGCS have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. CGCS will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.

**Waiver Topic: Business Manager**

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-15-2302 - General Business Manager

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. CGCS will hire or contract with a qualified general business manager who is able to address the specific needs of the school.

**Waiver Topic: Flag**

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-16-105 U.S. Flag
- Ark. Code Ann. §6-16-106 Arkansas Flag

### **Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags. On the interior of the building, CGCS will display both the U.S. and Arkansas flags in prominent places.

---

### **Waiver Topic: Planning Period**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-17-114 - Daily Planning Period

### **Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code because CGCS's unique schedule requires flexibility to adjusted instructional time.

---

### **Waiver Topic: Teacher Duty**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-17-111 Duty Free Lunch
- Ark. Code Ann. §6-17-117 Non Instructional Duties

### **Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. CGCS offers of employment will be made while notifying potential hires of this exemption and potential expectations.

---

### **Waiver Topic: Personnel**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies
- Ark. Code Ann. §6-17-203 Committees on Personnel Policies - Members

### **Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code as it will develop its own personnel policies unique to the school.

---

### **Waiver Topic: Personnel**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act
- Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act

### **Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code because the CGCS programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. CGCS teachers and administrators are expected to be highly flexible and responsive responsive to the needs of students, families, and industry partners. CGCS offers of employment will be made while notifying potential hires of this exemption.

---

### **Waiver Topic: Personnel**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law

### **Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code. CGCS will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force and assignments.

---

### **Waiver Topic: School Nurses**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

- Ark. Code Ann. §6-18-706
- Ark. Code Ann. §6-18-1001 et seq.
- 

##### **ADE Rules**

- Section 16.03 of the ADE Standards Rules
- ADE Rules Governing Public School Services

### **Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code and the ADE Rules. At CGCS, we believe the duties of the school nurse will be fulfilled by the entire staff. CGCS will utilize front office staff, such as the School Office Manager, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Manager as needed. CGCS's Parent and Community Liaison will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.

---

**Waiver Topic: Superintendent**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-13-109 School Superintendent
- Ark. Code Ann. §6-17-302

**ADE Rules**

- Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)

**Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code and the ADE Rules. CGCS plans to employ a principal who will serve as the Superintendent and an assistant principal, with a student population of 275. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This would allow CGCS to use its human resources best to enact the programmatic model.

---

**Waiver Topic: Transportation**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-19-101 et seq. Transportation

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code. Any transportation services provided to students at CGCS will be independently contracted and will be in full compliance with this section.

---

**Waiver Topic: Facilities**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-21-117 Leased Academic Facilities

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code. Given the limited initial enrollment and lack of operational history, it will not be possible to comply with all rules and regulations within the first year of operation. CGCS will ensure that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

---

**Waiver Topic: Personnel**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation
- Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act
- Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003

**ADE Rules**

- Sections 5, 6, 7, and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

**Rationale for Waiver**

CGCS seeks exemption from these sections of the Education Code and the ADE Rules. CGCS will develop competitive but flexible compensation schedules for its employees.

---

**Waiver Topic: Business Operations**

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-21-304 Manner of Making Purchases

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000.00. For all purchases between \$1,000.00 and \$50,000.00, CGCS will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.00.

---

**Waiver Topic: Student Services**

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-20-2208(c)(6) Gifted and Talented Children
- Ark. Code Ann. §6-42-101 et. seq., and §6-15-1005 (b) (5); §6-18-503(a)(1)(C)(i); §6-48-101 et seq

**ADE Rules**

- ADE Rules Governing Alternative Learning Environment
- Section 18.01-18.03 of the ADE Standards Rules; Governing Gifted and Talented Program Approval Standards
- Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds

**Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code and the Department of Education Rules. In CGCS's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At CGCS, each child is given the opportunity

to develop his or her own gifts and talents to the highest degree.

---

**Waiver Topic: Student Services**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology

**ADE Rules**

- ADE Standards Rules - Section 16.02.3

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. At CGCS we will utilize online libraries, local libraries, and mobile multi-cultural libraries as well as internet based readers on school computers. The library and media center will be infused within every classroom at CGCS ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.

---

**Waiver Topic: Class Size**

---

**Statute/Standard/Rule to be Waived**

**ADE Rules**

- Section 10.02 of the ADE Standards Rules (Class Size)

**Rationale for Waiver**

CGCS seeks exemption from this portion of the Department of Education Rules. There are times, in the CGCS model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site. If granted, the waiver will not exceed more than 5 additional students beyond what is permitted in the standard rules for class size and no more than 25 additional student per day, per teacher beyond the limits in the standard rules. We will only use this waiver on an as needed basis.

---

**Waiver Topic: Personnel**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-13-109
- Ark. Code Ann. §6-17-42

**ADE Rules**

- Sections 15.01 and 15.03 of the ADE Standards Rules and ADE Rules Governing Superintendent Mentoring Program

**Rationale for Waiver**

CGCS seeks exemption from these Education Code provisions and ADE Rules. CGCS must have the

flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule. The individual selected will receive additional training and coaching to fulfill this role.

---

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §9-03-4:

**Rationale for Waiver**

CGCS seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

---

**Waiver Topic: Student Policies**

---

**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies

**ADE Rules**

- ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

**Rationale for Waiver**

CGCS seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All CGCS policies will comply with all state and federal laws and seek to best serve the community of the school. CGCS seeks to use the most progressive discipline management techniques such as guiding students through owning and solving their own problems through the Peace Tree Process as well as logical consequences in a nurturing environment.

---

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

DEPARTMENT OF THE TREASURY

Date: **MAR 18 2015**

CELERITY GLOBAL DEVELOPMENT  
C/O PROCOPIO CORY HARGREAVES & SAVITCH  
KEVIN M DAVIS  
525 B STREET STE 2200  
SAN DIEGO, CA 92101

Employer Identification Number:  
45-5022412  
DLN:  
17053085374004  
Contact Person:  
JOSEPH LAUX ID# 31077  
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:  
January 31, 2012  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

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.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

CELERITY GLOBAL DEVELOPMENT

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

Sincerely,

A handwritten signature in black ink that reads "Tamera Rippe". The signature is written in a cursive style with a large, prominent initial 'T'.

Director, Exempt Organizations

# NOTICE OF PUBLIC HEARINGS

Celerity Global Development announces a public hearing on the opening of a new open-enrollment charter school to be located within the Dollarway School District in Pine Bluff, Arkansas. At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations.

Where:

Merrill Community Center  
1000 S. Ash Street  
Pine Bluff, AR 71603

When:

Thursday, April 21st, 2016  
6:00pm – 7:00pm

# Business Expo plans set; booth spaces, tickets available

SPECIAL TO THE COMMERCIAL

The Pine Bluff Regional Chamber of Commerce will host the 2016 Business Expo Thursday, May 5, at the Pine Bluff Convention Center. The expo will be open to the general public from 10 a.m. until 4 p.m.

Exhibitors are encouraged to be creative with their first contribution to that campaign.

"I think I'm up to it," Hunter said, adding that she had worked closely with Makris as the 2015 campaign vice chairwoman.

"I understand how it works and I'm hopeful the 2016 campaign will achieve similar results," Hunter said.

Hunter, who works for Simmons Bank, said said everyone will get a break for a few months but in the fall "we're going to hit it hard."

"The folks I work

help from my committee members for their hard work. We hope that this year's expo is just as fun as it is engaging for all that attend," Arnold said. "And I'm looking forward to seeing how our exhibitors incorporate the carnival theme in their booth design."

The chamber is introducing new expo hours used by 24 non-profit

the expo: a health fair and a community spotlight. The health fair will be open from 10 a.m. - 2 p.m. at the back of the convention center arena. Presented by Jefferson Regional Medical Center, the health fair will feature several informative booths and various health screenings.

The Pine Bluff Convention Center will offer a special gold free of dealer mark up.

Order now to avoid disappointment.

Jefferson County will be located in the West Concourse of the convention center. Relyance Bank will present the event's grand prize at the end of the day. Pine Bluff Regional Chamber of Commerce and M.K. Distributors Inc. will treat exhibitors to an exclusive social during the move-in time.

Each eight-by-10-foot booth will include eight-foot back drapes, three-foot divider cur-

own government gold free of dealer mark up.



**SPECIAL ARRANGEMENTS NOW AVAILABLE FOR ORDERS OVER \$50,000**

**MAXIMUM ORDER 10 COINS • MINIMUM ORDER 5 COINS**

**NATIONWIDE COIN & BULLION RESERVE**

TOLL FREE: 24 HOURS A DAY • 7 DAYS A WEEK

**1.877.817.1220**

KEY CODE: GHG-160301

NATIONWIDE COIN & BULLION RESERVE



## NOTICE OF PUBLIC HEARINGS

Celerity Global Development announces a public hearing on the opening of a new open-enrollment charter school to be located within the Dollaway School District in Pine Bluff, Arkansas. At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations.

**Where:**

Merrill Community Center  
1000 S. Ash Street  
Pine Bluff, AR 71603

**When:**

Thursday, April 21st, 2016  
6:00pm - 7:00pm

we are jumping in the sated care costs at ly vulnerable by iVan- more than 250,000 low- deep end of the pool. Arkansas hospitals tage Health Analytics, income Arkansans and There is an interim would increase by 19 are in Arkansas, costing the state more Medicaid expansion than \$700 million over thirds majority vote in has divided Arkansas each chamber.

for Arkansas' future," session will require a harder-to-achieve two- Medicaid expansion thirds majority vote in has divided Arkansas each chamber.

## FORD

(Continued from Page 1A)

Pines mall.

When searching for a new location, Trotter said he had hoped the new dealership could be built in Pine Bluff. His hometown pride runs strong, he said. Trotter Ford's competitor, Smart Chevrolet, moved from downtown Pine Bluff in 2013 to a new location in White Hall.

said. "We began here, I am from here, and that was really important to all of us."

The Trotter family has been in Pine Bluff since the mid-1930s when Ford's grandfather, H.F. Trotter Sr., moved here from Monticello and acquired the Ford dealership.

The Trotters acquired the Lincoln-Mercury franchise in 1992 (Ford Motor Co. has since seen for new car sales.

The dealership sold five cars on Monday alone, despite the technical issues.

"Car sales are peaking right now," Trotter said. "We are going to have the lot completely filled by summer, which is our biggest time for sales. We are looking forward to great things ahead."

A formal grand opening is planned for a later date.

## NOTICE OF PUBLIC HEARINGS

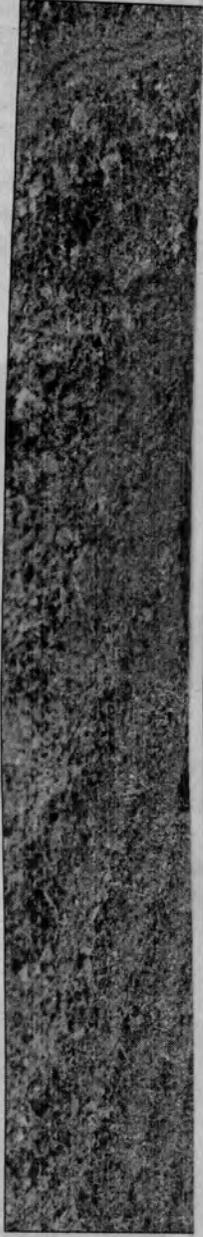
Celerity Global Development announces a public hearing on the opening of a new open-enrollment charter school to be located within the Dallarway School District in Pine Bluff, Arkansas. At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations.

### Where:

Merrill Community Center  
1000 S. Ash Street  
Pine Bluff, AR 71603

### When:

Thursday, April 21st, 2016  
6:00pm - 7:00pm



Special to The Commercial/Loe Dempsey

Sunday was a busy corn-planting day at the Murdock Farm just north of the Arkansas River bridge on U.S. Highway 79 in anticipation of the rains that deluged the area Monday. The corn planted Sunday should be ready for harvest sometime in September, according to a farm spokesman.

# PPSD

(Continued from Page 1) word needs to get out more that there are a lot of positive and good things in the district. It's a district I would love to be a part of."

During a presentation recommending the candidates to the board on April 5, lead candidate Williams said on April 4. The 65-year-old Williams said he will open his office on Main St., is

sworth said. Robinson, who said he was out last week and only received the information about the proposed raises Monday, said there was "not enough time for him to make a decision" on the requests.

## NOTICE OF PUBLIC HEARINGS

Celerity Global Development announces a public hearing on the opening of a new open-enrollment charter school to be located within the Dollaway School District in Pine Bluff, Arkansas. At Celerity, we firmly believe that all students can grow and thrive when experienced teachers bring engaging curriculum, challenging learning activities, and high expectations.

**Where:** Merrill Community Center  
1000 S. Ash Street  
Pine Bluff, AR 71603

**When:** Thursday, April 21st, 2016  
6:00pm - 7:00pm

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Monday, April 04, 2016 12:26 PM  
**To:** 'tc.wallace@pbsd.k12.ar.us'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Wallace,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschools.org](mailto:cknotts@celerityschools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:36 PM  
**To:** 'chathorn@wcmail.k12.ar.us'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Hathorn,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:36 PM  
**To:** 'lesmith@whitehallsd.org'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Smith,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:37 PM  
**To:** 'jguess@pcssd.org'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Guess,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:38 PM  
**To:** 'barry.scott@england.k12.ar.us'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Mr. Scott,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschools.org](mailto:cknotts@celerityschools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:31 PM  
**To:** 'bwarren@dollarwayschools.org'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:38 PM  
**To:** 'jclark@carlisle.k12.ar.us'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Mr. Clark,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschools.org](mailto:cknotts@celerityschools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:37 PM  
**To:** 'jerrodwilliams@sheridanschools.org'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Mr. Williams,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:35 PM  
**To:** 'ldardenne@dewittdragons.net'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Dardenne,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschoools.org](mailto:cknotts@celerityschoools.org)

## Craig Knotts

---

**From:** Craig Knotts  
**Sent:** Sunday, April 03, 2016 1:34 PM  
**To:** 'richard.montgomery@scmail.k12.ar.us'  
**Subject:** Public Hearing Notice for Potential Charter Applicant in Dollarway School District  
**Attachments:** Dollarway Notice - CGD.pdf

Greetings Dr. Montgomery,

Please see attached notice.

Craig Knotts  
Celerity Global Development

[cknotts@celerityschools.org](mailto:cknotts@celerityschools.org)



## **Evidence of Parental and Community Support**

Public support was demonstrated at the public hearing (see Item C1).

Formal letters of support and further supportive documentation are forth coming.

# Celerity Global Charter School

## Student Calendar 2016-2017

### August 2016

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

### August 2016

- 8/2/2016 – Pupil Free Day-Meet & Greet
  - 8/3/2016 – First day of instruction
- August – 21 Instructional Days

### September 2016

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

### September 2016

- 9/2/2016 – Teacher Professional Dev – No School
  - 9/5/2016 – Labor Day Holiday
  - 9/7/2016 – Back-to-School Night
- September – 20 Instructional Days

### October 2016

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

### October 2016

- 10/28/2016 – End of Trimester 1
  - 10/31/2016 – Parent Conferences
- October – 20 Instructional Days

### November 2016

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

### November 2016

- 11/2/2016-11/6/2016- Parent Conferences
  - 11/18/2016 – All Day Teacher Professional Dev-No School
  - 11/21/2016-11/25/2016 – Thanksgiving Break
  - 11/28/2016– Class resumes
- November – 16 Instructional Days

### December 2016

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

### December 2016

- 12/15/2016 – Midterm Progress Reports Sent Home
  - 12/16/2016 – All Day Teacher Professional Dev-No School
  - 12/19/2016-12/30/2016 – Winter Break
- December – 11 Instructional Days

**January 2017**

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

**January 2017**

- 1/1/2017 – Winter Break
  - 1/2/2017 – Classes Resume
  - 1/16/2017 – Martin Luther King, Jr. Holiday
- January – 21 Instructional Days**

**February 2017**

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

**February 2017**

- 2/10/2017 – End of Trimester 2
  - 2/13/2017-2/17/2017- Parent Conferences
- February – 20 Instructional Days**

**March 2017**

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

**March 2017**

- 3/10/2017- Teacher Prof Development – No School
  - 3/31/2017 – Midterm Progress Reports Sent Home
- March – 22 Instructional Days**

**April 2017**

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

**April 2017**

- 4/14/2017 – 4/21/2017 – Spring Break
  - 4/24/2017 – Classes Resume
- April – 14 Instructional Days**

**May 2017**

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

**May 2017**

- 5/23/2017 – Last Day of School
  - 5/23/2017 - End of Trimester 3
- May – 17 Instructional Days**

**Total Instructional Days 2016-17 School Year – 182**

	Pupil Free Day
	Class In Session/Class Resumes
	Teacher Professional Development Day
	Parent Conferences/Back-to-School Night/Open House

	Intersession Breaks – NO SCHOOL
	First and Last Day of School
*	Holidays

DRAFT

DRAFT

**2016**  
**Public Charter School Application**  
**Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
<i>Line #</i>		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
1	Principal	1	\$95,000.00	1	\$99,750.00
2	Curriculum Specialist/Admin in Training	1	\$70,000.00	1	\$73,500.00
3	<b>Subtotal:</b>		\$165,000.00		\$173,250.00
4	Fringe Benefits (rate used 24 %)		\$39,600.00		\$41,580.00
5	<b>Total Administrative Positions:</b>		\$204,600.00		\$214,830.00
<b>Regular Classroom Instruction:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
6	Teachers	11	\$50,000.00	13	\$52,500.00
7	Aides	1	\$35,000.00	1	\$36,750.00
8	<b>Subtotal:</b>		\$585,000.00		\$719,250.00
9	Teacher Fringe Benefits (rate used 24 %)		\$132,000.00		\$163,800.00
10	Aide Fringe Benefits (rate used 21 %)		\$7,350.00		\$7,717.50
11	<b>Total Regular Classroom Instruction:</b>		\$724,350.00		\$890,767.50
<b>Special Education:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
12	Teachers	2	\$50,000.00	2	\$52,500.00
13	Aides	1	\$25,000.00	1	\$26,250.00
14	<b>Subtotal:</b>		\$125,000.00		\$131,250.00
15	Teacher Fringe Benefits (rate used 24 %)		\$24,000.00		\$25,200.00
16	Aide Fringe Benefits (rate used 21 %)		\$5,250.00		\$5,512.50
17	<b>Total Special Education:</b>		\$154,250.00		\$161,962.50
<b>Gifted and Talented Program:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
18	Teachers	0		0	
19	Aides	0		0	
20	<b>Subtotal:</b>		\$0.00		\$0.00
21	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
22	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
23	<b>Total Gifted and Talented Program:</b>		\$0.00		\$0.00
<b>Alternative Education Program/ Alternative Learning Environments:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
24	Teachers	0		0	
25	Aides	0		0	
26	<b>Subtotal:</b>		\$0.00		\$0.00
27	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
28	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
29	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		\$0.00		\$0.00

<b>English Language Learner Program:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
30					
31	<b>Subtotal:</b>				
32	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33	<b>Total English Language Learner Program:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Guidance Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
34	Counselor	1	\$44,500.00	1	\$46,725.00
35	Psychologist	0.5	\$65,000.00	1	\$68,250.00
36	Positive Behavior Support Specialist	2	\$25,000.00	2	\$26,250.00
37	Community Liaison	1	\$35,000.00	1	\$36,750.00
38	<b>Subtotal:</b>		<b>\$162,000.00</b>		<b>\$204,225.00</b>
39	Fringe Benefits (rate used <u>24</u> %)		\$38,880.00		\$49,014.00
40	<b>Total Guidance Services:</b>		<b>\$200,880.00</b>		<b>\$253,239.00</b>

<b>Health Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
41					
42	<b>Subtotal:</b>				
43	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
44	<b>Total Health Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Media Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
45					
46	<b>Subtotal:</b>				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	<b>Total Media Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Fiscal Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
49					
50	<b>Subtotal:</b>				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	<b>Total Fiscal Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Maintenance and Operation:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
53					
54	<b>Subtotal:</b>				
55	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
56	<b>Total Maintenance and Operation:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Pupil Transportation:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
57					
58	<b>Subtotal:</b>				
59	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
60	<b>Total Pupil Transportation:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Food Services:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
61					
62	<b>Subtotal:</b>				
63	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
64	<b>Total Food Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Data Processing:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
65	Office Manager _____	1	\$40,000.00	1	\$42,000.00
66	<b>Subtotal:</b>		\$40,000.00		\$42,000.00
67	Fringe Benefits (rate used 21 %)		\$8,400.00		\$8,820.00
68	<b>Total Data Processing:</b>		<b>\$48,400.00</b>		<b>\$50,820.00</b>
<b>Substitute Personnel:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
69	Number of <b>Certified</b> Substitutes _____				
70	Number of <b>Classified</b> Substitutes _____				
71	<b>Subtotal:</b>				
72	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
73	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
74	<b>Total Substitute Personnel:</b>		<b>\$0.00</b>		<b>\$0.00</b>
75	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		<b>\$1,332,480.00</b>		<b>\$1,571,619.00</b>

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

<b>State Public Charter School Aid:</b>				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<b>Line #</b>	<b>2017-2018</b>				
1	Number of Students	<u>275</u> X <u>\$6,646.00</u>	State Foundation Funding	<u>\$1,827,650.00</u>	
2	Number of Students	<u>275</u> X <u>\$26.00</u>	Professional Development	<u>\$7,150.00</u>	
3	Number of Students	<u>275</u> X <u>\$1,576.00</u>	NSL Funding: 90-100%	<u>\$433,400.00</u>	
4	Number of Students	<u>275</u> X <u>\$559.00</u>	Other: <i>Explain Below</i>	<u>\$153,725.00</u>	
	Facility Funding				
5	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	
6	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	
7	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	
8	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	
	<b>2018-2019</b>				
9	Number of Students	<u>325</u> X <u>\$6,646.00</u>	State Foundation Funding		<u>\$2,159,950.00</u>
10	Number of Students	<u>325</u> X <u>\$26.00</u>	Professional Development		<u>\$8,450.00</u>
11	Number of Students	<u>325</u> X <u>\$1,576.00</u>	NSL Funding: 90-100%		<u>\$512,200.00</u>
12	Number of Students	<u>325</u> X <u>\$559.00</u>	Other: <i>Explain Below</i>		<u>\$181,675.00</u>
	Facility Funding				
13	<b>Total State Public Charter School Aid:</b>			<u>\$2,421,925.00</u>	<u>\$2,862,275.00</u>
	<b>Federal Charter School Aid:</b>			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
14	Title I			<u>\$147,675.00</u>	<u>\$174,525.00</u>
15	Special Education			<u>\$64,075.00</u>	<u>\$75,725.00</u>
16	Child Nutrition			<u>\$123,425.00</u>	<u>\$145,925.00</u>
	Other:				
17	_____			_____	_____
18	<b>Total Federal Charter School Aid:</b>			<u>\$335,175.00</u>	<u>\$396,175.00</u>
	<b>Other Sources of Revenues:</b>			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>				
19	Private Donations or Gifts			<u>\$410,000.00</u>	<u>\$400,000.00</u>
20	Special Grants <i>(List the amount)</i>			_____	_____
	Other <i>(Specifically Describe)</i>			_____	_____
21	_____			_____	_____
22	<b>Total Other Sources of Revenues:</b>			<u>\$410,000.00</u>	<u>\$400,000.00</u>
23	<b>TOTAL REVENUES:</b>			<u>\$3,167,100.00</u>	<u>\$3,658,450.00</u>

## EXPENDITURES

<b>Administration:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
24	Salaries and Benefits	\$204,600.00	\$214,830.00
	Purchased Services (List Vendors Below)		
25	V - AD 1 _____		
26	Supplies and Materials	\$1,000.00	\$1,000.00
27	Equipment		
	Other (List Below)		
28	_____		
29	<b>Total Administration:</b>	<b>\$205,600.00</b>	<b>\$215,830.00</b>
<b>Regular Classroom Instruction:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
30	Salaries and Benefits	\$724,350.00	\$890,767.50
	Purchased Services (List Vendors Below)		
31	V - CI 1 Study Island (Student Assessment)	\$7,400.00	\$7,400.00
32	V - CI 2 Schoolnet (Student Assessment)	\$7,100.00	\$7,100.00
33	V - CI 3 ST Math (Student Assessment)	\$23,000.00	\$23,000.00
34	V - CI 4 My Learning Plan (Teacher Lesson Planning)	\$3,000.00	\$3,000.00
35	V - CI 5 Xerox (Copier Lease)	\$12,000.00	\$12,000.00
36	Supplies and Materials	\$165,000.00	\$150,000.00
37	Equipment		
	Other (List Below)		
38	_____		
39	<b>Total Regular Classroom Instruction:</b>	<b>\$941,850.00</b>	<b>\$1,093,267.50</b>
<b>Special Education:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
40	Salaries and Benefits	\$154,250.00	\$161,962.50
	Purchased Services (List Vendors Below)		
41	V - SE 1 OT/PT/Speech Therapy	\$27,000.00	\$30,000.00
42	Supplies and Materials	\$10,000.00	\$10,000.00
43	Equipment		
	Other (List Below)		
44	_____		
45	<b>Total Special Education:</b>	<b>\$191,250.00</b>	<b>\$201,962.50</b>
<b>Gifted and Talented Program:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
46	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
47	V - GT 1 _____		
48	Supplies and Materials		
49	Equipment		
	Other (List Below)		
50	_____		
51	<b>Total Gifted and Talented Program:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Alternative Education Program/ Alternative Learning Environments:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
52	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
53	V - ALE 1 _____		
54	Supplies and Materials		
55	Equipment		
56	Other (List Below)		
57	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>English Language Learner Program:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
58	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
59	V - ELL 1 _____		
60	Supplies and Materials		
61	Equipment		
62	Other (List Below)		
63	<b>Total English Language Learner Program:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Guidance Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
64	Salaries and Benefits	\$200,880.00	\$253,239.00
	Purchased Services (List Vendors Below)		
65	V - GS 1 _____		
66	Supplies and Materials	\$1,000.00	\$1,000.00
67	Equipment		
68	Other (List Below)		
69	<b>Total Guidance Services:</b>	<b>\$201,880.00</b>	<b>\$254,239.00</b>
<b>Health Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
70	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
71	V - HS 1 Nursing _____	\$37,000.00	\$38,850.00
72	Supplies and Materials	\$2,000.00	\$2,000.00
73	Equipment		
74	Other (List Below)		
75	<b>Total Health Services:</b>	<b>\$39,000.00</b>	<b>\$40,850.00</b>
<b>Media Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
76	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
77	V - MS 1 Attenture (IT services) _____	\$45,000.00	\$54,250.00
78	Supplies and Materials		
79	Equipment	\$75,000.00	\$75,000.00
80	Other (List Below)		
81	<b>Total Media Services:</b>	<b>\$120,000.00</b>	<b>\$129,250.00</b>

<b>Fiscal Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
82	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
83	V - FS 1 Celerity Global Development (Management Fee)	\$289,970.00	\$338,270.00
84	V - FS 2 Hosaka, Rotherham (Audit)	\$15,000.00	\$16,000.00
85	V - FS 3 CSMC, Inc (Back office fiscal support)	\$50,000.00	\$50,000.00
86	V - FS 4 Legal	\$20,000.00	\$20,000.00
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89			
90	<b>Total Fiscal Services:</b>	<b>\$374,970.00</b>	<b>\$424,270.00</b>

<b>Maintenance and Operation:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	<b>INCLUDE UTILITIES</b>		
92	V - MO 1 Janitorial Services	\$100,000.00	\$102,000.00
93	V - MO 2 Pest Control	\$2,400.00	\$2,448.00
94	V - MO 3 Security Monitoring	\$2,400.00	\$2,448.00
95	V - MO 4 Electricity	\$72,000.00	\$73,440.00
96	V - MO 5 Internet Services	\$12,000.00	\$12,240.00
97	V - MO 6 Phone Services	\$10,000.00	\$10,200.00
98	V - MO 7 Waste Management	\$5,200.00	\$5,304.00
99	V - MO 8 Lawn Care	\$15,000.00	\$15,300.00
100	V - MO 9 A/C Maintenance	\$15,000.00	\$15,300.00
101	V - MO 10 Building Maintenance	\$50,000.00	\$50,000.00
102	Supplies and Materials		
103	Equipment		
	Other (List Below)		
104			
105	<b>Total Maintenance and Operation:</b>	<b>\$284,000.00</b>	<b>\$288,680.00</b>

<b>Pupil Transportation:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
106	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
107	V - PT 1 Student Busing	\$205,000.00	\$225,000.00
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111	<b>Total Pupil Transportation:</b>	<b>\$205,000.00</b>	<b>\$225,000.00</b>

<b>Food Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
112	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
113	V - FD 1 Food Vendor	\$123,475.00	\$145,925.00
114	Supplies and Materials		
115	Equipment		
	Other (List Below)		
116			
117	<b>Total Food Services:</b>	<b>\$123,475.00</b>	<b>\$145,925.00</b>
<b>Data Processing:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
118	Salaries and Benefits	\$48,400.00	\$50,820.00
	Purchased Services (List Vendors Below)		
119	V - DP 1 Powerschools	\$15,000.00	\$15,300.00
120	Supplies and Materials		
121	Equipment		
	Other (List Below)		
122			
123	<b>Total Data Processing:</b>	<b>\$63,400.00</b>	<b>\$66,120.00</b>
<b>Substitute Personnel:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
124	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
125	V - SB 1 Substitute Teachers	\$40,500.00	\$43,200.00
126	<b>Total Substitute Personnel:</b>	<b>\$40,500.00</b>	<b>\$43,200.00</b>
<b>Facilities:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
127	Lease/Purchase Contract for One Full Year	\$312,000.00	\$318,240.00
	Facility Upgrades (List Upgrades Below)		
128			
129	Property Insurance for One Full Year	\$12,000.00	\$12,000.00
130	Content Insurance for One Full Year		
131	<b>Total Facilities:</b>	<b>\$324,000.00</b>	<b>\$330,240.00</b>
<b>Debt Expenditures:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
132			
133	<b>Total Debt Expenditures:</b>		
<b>Other Expenditures:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
134			
135	<b>Total Other Expenditures:</b>		
136	<b>TOTAL EXPENDITURES:</b>	<b>\$3,114,925.00</b>	<b>\$3,458,834.00</b>
137	<b>NET REVENUE OVER EXPENDITURES:</b>	<b>\$52,175.00</b>	<b>\$199,616.00</b>

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Hoskins Auto

Lessee(Tenant): Celerity Global Development Corp.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility is currently occupied by Hoskins Auto.

Address of Premises: 4809 Dollarway Rd., Pine Bluff, AR 71602

Square Footage: 3,000 SF on 3 acres

Terms of Lease: Purchase price of \$199,900

Rental Amount: N/A

Contingency: The terms of this agreement are contingent upon

Celerity Global Development Corp.

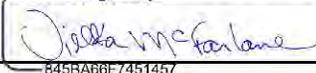
*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Celerity Global Development Corp.

By:  Date 4/28/2016

Lessor: Hoskins Auto

By: \_\_\_\_\_ Date \_\_\_\_\_

## **2016 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES**

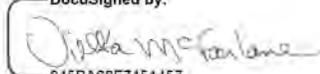
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

DocuSigned by:  
  
845BA66F7451457

4/28/2016

\_\_\_\_\_  
*Signature of President of the Sponsoring Entity Board of Directors*

\_\_\_\_\_  
*Date*

Vielka McFarlane

\_\_\_\_\_  
*Printed Name*

Name of Individual with Prior Charter Experience Vielka McFarlane

Position with Proposed Charter Chief Executive Officer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Lanier Charter School	Chief Executive Officer	Operating	4705 Lanier Drive, Baton Rouge, LA 70812	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Dalton Charter School	Chief Executive Officer	Operating	3605 Ontario Street, Baton Rouge, LA 70805	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Crestworth Charter School	Chief Executive Officer	Operating	10650 Avenue F, Baton Rouge, LA 70807	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Woodmere Charter School	Chief Executive Officer	Operating	3191 Alex Kornman Drive, Harvel LA 70058	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Fort Myers Preparatory and Fitness Academy	Chief Executive Officer of Management Company	Operating	4740 S Cleveland Ave, Fort Myers FL 33907	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Bonita Springs Preparatory and Fitness Academy	Chief Executive Officer of Management Company	Operating	28011 Performance Lane, Bonita Springs, FL 34135	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Cape Coral Preparatory and Fitness Academy	Chief Executive Officer of Management Company	Operating	2107 Santa Barbara Blvd, Cape Coral, FL 33991	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>

Name of Individual with Prior Charter Experience Vielka McFarlane

Position with Proposed Charter Chief Executive Officer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Nascent Charter School	Former Chief Executive Officer	Operating	3417 W Jefferson Blvd, Los Angeles, CA 90018	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Dyad Charter School	Former Chief Executive Officer	Operating	4501 Wadsworth Ave, Los Angeles, CA 90011	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Troika Charter School	Former Chief Executive Officer	Operating	1495 Colorado Blvd, Los Angeles, CA 90041	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Cardinal Charter School	Former Chief Executive Officer	Operating	7330 Bakman Avenue, Sun Valley, CA 91352	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Palmati Charter School	Former Chief Executive Officer	Operating	6501 Laurel Cyn Blvd, North Hollywood, CA 91606	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Sirius Charter School	Former Chief Executive Officer	Operating	310 E El Segundo Blvd, Compton, CA 90222	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Exa Charter School	Former Chief Executive Officer	Voluntarily Closed	1530 E Elizabeth Street, Pasadena, CA 91104	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>

Name of Individual with Prior Charter Experience Vielka McFarlane

Position with Proposed Charter Chief Executive Officer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Octavia Charter School	Former Chief Executive Officer	Operating	3010 Estara Ave, Los Angeles, CA 90065	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Tenacia Charter School	Chief Executive Officer	Voluntarily Closed	4601 Hilton Corporate Drive, Columbus, OH 43232	<a href="http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158">http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158</a>

Name of Individual with Prior Charter Experience Craig Knotts

Position with Proposed Charter Regional VP

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Lanier Charter School	Regional VP of Management Company and Superintendent	Operating	4705 Lanier Drive, Baton Rouge, LA 70812	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Dalton Charter School	Regional VP of Management Company and Superintendent	Operating	3605 Ontario Street, Baton Rouge, LA 70805	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Crestworth Charter School	Regional VP of Management Company and Superintendent	Operating	10650 Avenue F, Baton Rouge, LA 70807	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Woodmere Charter School	Regional VP of Management Company and Superintendent	Operating	3191 Alex Kornman Drive, Harvel LA 70058	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Fort Myers Preparatory and Fitness Academy	Regional VP of Management Company	Operating	4740 S Cleveland Ave, Fort Myers FL 33907	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Bonita Springs Preparatory and Fitness Academy	Regional VP of Management Company	Operating	28011 Performance Lane, Bonita Springs, FL 34135	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Cape Coral Preparatory and Fitness Academy	Regional VP of Management Company	Operating	2107 Santa Barbara Blvd, Cape Coral, FL 33991	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>

Name of Individual with Prior Charter Experience Craig Knotts

Position with Proposed Charter Regional VP

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Nascent Charter School	Former Director of School Services	Operating	3417 W Jefferson Blvd, Los Angeles, CA 90018	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Dyad Charter School	Former Director of School Services	Operating	4501 Wadsworth Ave, Los Angeles, CA 90011	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Troika Charter School	Former Director of School Services	Operating	1495 Colorado Blvd, Los Angeles, CA 90041	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Cardinal Charter School	Former Director of School Services	Operating	7330 Bakman Avenue, Sun Valley, CA 91352	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Palmati Charter School	Former Director of School Services	Operating	6501 Laurel Cyn Blvd, North Hollywood, CA 91606	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Sirius Charter School	Former Director of School Services	Operating	310 E El Segundo Blvd, Compton, CA 90222	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Exa Charter School	Former Director of School Services	Voluntarily Closed	1530 E Elizabeth Street, Pasadena, CA 91104	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>

Name of Individual with Prior Charter Experience Craig Knotts

---

Position with Proposed Charter Regional VP

---

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Octavia Charter School	Former Director of School Services	Operating	3010 Estara Ave, Los Angeles, CA 90065	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Tenacia Charter School	Regional VP	Voluntarily Closed	4601 Hilton Corporate Drive, Columbus, OH 43232	<a href="http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158">http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158</a>

Name of Individual with Prior Charter Experience Celesta Deter

Position with Proposed Charter National Vice President of Pupil Services

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Lanier Charter School	National VP Pupil Services	Operating	4705 Lanier Drive, Baton Rouge, LA 70812	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Dalton Charter School	National VP Pupil Services	Operating	3605 Ontario Street, Baton Rouge, LA 70805	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Crestworth Charter School	National VP Pupil Services	Operating	10650 Avenue F, Baton Rouge, LA 70807	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Woodmere Charter School	National VP Pupil Services	Operating	3191 Alex Kornman Drive, Harvel LA 70058	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Fort Myers Preparatory and Fitness Academy	National VP Pupil Services for Management Company	Operating	4740 S Cleveland Ave, Fort Myers FL 33907	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Bonita Springs Preparatory and Fitness Academy	National VP Pupil Services for Management Company	Operating	28011 Performance Lane, Bonita Springs, FL 34135	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Cape Coral Preparatory and Fitness Academy	National VP Pupil Services for Management Company	Operating	2107 Santa Barbara Blvd, Cape Coral, FL 33991	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>

Name of Individual with Prior Charter Experience Celesta Deter

Position with Proposed Charter National Vice President of Pupil Services

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Nascent Charter School	National VP Pupil Services	Operating	3417 W Jefferson Blvd, Los Angeles, CA 90018	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Dyad Charter School	National VP Pupil Services	Operating	4501 Wadsworth Ave, Los Angeles, CA 90011	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Troika Charter School	National VP Pupil Services	Operating	1495 Colorado Blvd, Los Angeles, CA 90041	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Cardinal Charter School	National VP Pupil Services	Operating	7330 Bakman Avenue, Sun Valley, CA 91352	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Palmati Charter School	National VP Pupil Services	Operating	6501 Laurel Cyn Blvd, North Hollywood, CA 91606	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Sirius Charter School	National VP Pupil Services	Operating	310 E El Segundo Blvd, Compton, CA 90222	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Exa Charter School	National VP Pupil Services	Voluntarily Closed	1530 E Elizabeth Street, Pasadena, CA 91104	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>

Name of Individual with Prior Charter Experience Celesta Deter

---

Position with Proposed Charter National Vice President of Pupil Services

---

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Octavia Charter School	National VP Pupil Services	Operating	3010 Estara Ave, Los Angeles, CA 90065	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Tenacia Charter School	National VP Pupil Services	Voluntarily Closed	4601 Hilton Corporate Drive, Columbus, OH 43232	<a href="http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158">http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158</a>

Name of Individual with Prior Charter Experience Kendal Turner

Position with Proposed Charter Chief Financial Officer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Lanier Charter School	Chief Financial Officer of Management Company	Operating	4705 Lanier Drive, Baton Rouge, LA 70812	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Dalton Charter School	Chief Financial Officer of Management Company	Operating	3605 Ontario Street, Baton Rouge, LA 70805	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Crestworth Charter School	Chief Financial Officer of Management Company	Operating	10650 Avenue F, Baton Rouge, LA 70807	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Celerity Woodmere Charter School	Chief Financial Officer of Management Company	Operating	3191 Alex Kornman Drive, Harvel LA 70058	<a href="https://www.louisianabelieves.com/data/reportcards/2015/">https://www.louisianabelieves.com/data/reportcards/2015/</a>
Fort Myers Preparatory and Fitness Academy	Chief Financial Officer of Management Company	Operating	4740 S Cleveland Ave, Fort Myers FL 33907	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Bonita Springs Preparatory and Fitness Academy	Chief Financial Officer of Management Company	Operating	28011 Performance Lane, Bonita Springs, FL 34135	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>
Cape Coral Preparatory and Fitness Academy	Chief Financial Officer of Management Company	Operating	2107 Santa Barbara Blvd, Cape Coral, FL 33991	<a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>

Name of Individual with Prior Charter Experience Kendal Turner

Position with Proposed Charter Chief Financial Officer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Nascent Charter School	Chief Financial Officer of Management Company	Operating	3417 W Jefferson Blvd, Los Angeles, CA 90018	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Dyad Charter School	Chief Financial Officer of Management Company	Operating	4501 Wadsworth Ave, Los Angeles, CA 90011	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Troika Charter School	Chief Financial Officer of Management Company	Operating	1495 Colorado Blvd, Los Angeles, CA 90041	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Cardinal Charter School	Chief Financial Officer of Management Company	Operating	7330 Bakman Avenue, Sun Valley, CA 91352	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Palmati Charter School	Chief Financial Officer of Management Company	Operating	6501 Laurel Cyn Blvd, North Hollywood, CA 91606	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Sirius Charter School	Chief Financial Officer of Management Company	Operating	310 E El Segundo Blvd, Compton, CA 90222	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Exa Charter School	Chief Financial Officer of Management Company	Voluntarily Closed	1530 E Elizabeth Street, Pasadena, CA 91104	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>

Name of Individual with Prior Charter Experience Kendal Turner

---

Position with Proposed Charter Chief Financial Officer

---

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Celerity Octavia Charter School	Chief Financial Officer of Management Company	Operating	3010 Estara Ave, Los Angeles, CA 90065	<a href="http://www.cde.ca.gov/ta/ac/ap/apireports.asp">http://www.cde.ca.gov/ta/ac/ap/apireports.asp</a>
Celerity Tenacia Charter School	Chief Financial Officer of Management Company	Voluntarily Closed	4601 Hilton Corporate Drive, Columbus, OH 43232	<a href="http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158">http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=014158</a>

April 26, 2016

Mr. Johnny Key  
Commissioner  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

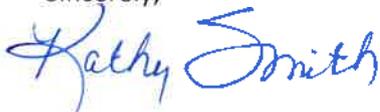
Dear Mr. Key,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up and expansion grant programs, at \$250,000 for new schools and up to \$500,000 for successful expansion schools successfully authorized in Arkansas and vetted by our own foundation staff via our grant process.

The foundation has already made investments in Celerity Charter Schools in Louisiana, and feels that their application for Arkansas will be equally strong. As such, I feel confident that should Celerity be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of appropriate funding for expansion.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith  
Senior Program Officer