Resolute Academy Elementary School
Charter Renewal Petition for a Five-Year Term
(July 1, 2020 – June 30, 2025)
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## Assurances, Affirmations, and Declarations

Resolute Academy ES, Inc. (also referred to herein as “Resolute” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
NOTE: This Charter contains specific “District Required Language” (DRL), including the **Assurances, Affirmations, and Declarations** section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of
kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.
STUDENTS WITH DISABILITIES

Federal Law Compliance
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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

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

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

- **End of Year Suspension**
  - District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**
  - The standard file including District ID.

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

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**
  - District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout**
  - District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
1. General Information

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
<td>Natasha Barriga-Siperstein</td>
</tr>
<tr>
<td>• The contact address for Charter School is:</td>
<td>1265 E 112th Street Los Angeles, CA 90059</td>
</tr>
<tr>
<td>• The contact phone number for Charter School is:</td>
<td>323-559-6284</td>
</tr>
<tr>
<td>• The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
<td>90059, 90002</td>
</tr>
<tr>
<td>• This location is in LAUSD Board District:</td>
<td>7</td>
</tr>
<tr>
<td>• This location is in LAUSD Local District:</td>
<td>South</td>
</tr>
<tr>
<td>• The grade configuration of Charter School is:</td>
<td>TK – 4</td>
</tr>
<tr>
<td>• The number of students in the first year will be:</td>
<td>150</td>
</tr>
<tr>
<td>• The grade level(s) of the students in the first year will be:</td>
<td>TK - 1</td>
</tr>
<tr>
<td>• Charter School’s scheduled first day of instruction in 2020-2021 is:</td>
<td>August 18, 2020</td>
</tr>
<tr>
<td>• The enrollment capacity is:</td>
<td>440</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
<td></td>
</tr>
<tr>
<td>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional with Extended Day and Year</td>
</tr>
<tr>
<td>• The bell schedule for Charter School will be:</td>
<td>7:45am – 3:15pm</td>
</tr>
<tr>
<td>• The term of this Charter shall be from:</td>
<td>July 1, 2020 to June 30, 2025</td>
</tr>
</tbody>
</table>

Community Need for Charter School

Resolute Academy Elementary School (Resolute Academy ES) will be the second school operated by Resolute Academy, Inc., adding a much-needed college preparatory elementary school in the Watts community of South Los Angeles.

Resolute Academy, Inc. also operates:

- **Resolute Academy’s Flagship School**: 256 scholars in grades 5 – 8; opened in 2015

Resolute Academy ES’s mission is to equip scholars in grades TK - 4 with the academic foundation and strength of character necessary to excel in high school, college and beyond. Through a highly structured approach to academics and culture, a focus on teacher coaching, and continued parent involvement, Resolute has led scholars to academic success. Resolute Academy ES is committed to disrupting the status quo and cultivate a community of disciplined, respectful, engaged, accountable and mature students.

Operational History and Success

Resolute Academy’s flagship school has achieved the following:

- Diverse enrollment that closely mirrors the Watts Community and Resident Schools as defined by the Office of Data and Accountability 95.47% Socio-Economically Disadvantaged, 93.00% Free and Reduced Lunch (FRL), 25.93% English Learner (EL), 16.87 Special Education (SPED), 71.19% Latino, 25.51% African American
- Two scholars were selected as Onward Scholars at St. Mary’s Academy which will pay for up to 75% of their High School Tuition
- Four scholars received 97% Scholarships, including transportation, to attend Orion International High School in Chino Hills
- Initial WASC Accreditation for a term of three years through June 30, 2021

Resolute Academy ES Charter Petition
Generous donations from the Joseph Drown Foundation
Preliminary Partnership with the Independent School Alliance for Minority Affairs
Robert Gallegos, Principal, was selected as a member of the LENS program through the highly competitive, Building Excellent Schools Fellowship. Through the Fellowship, Robert further developed his leadership skills which allowed him to implement stronger Positive Behavioral Supports and Restorative techniques at Resolute which impacted Resolute’s school culture in a positive way.

Academic Data

Resolute Academy’s flagship school has continuously outperformed comparison schools (as determined by the Los Angeles Unified’s Office of Data and Accountability.

The chart below depicts Resolute Academy’s flagship data on the 2018-2019 English Language Arts CAASPP Assessments. As evidenced by the data, Resolute students outperformed similar schools on the 2018-2019 CAASPP in both ELA and Math.

![2018-2019 ELA Proficiency Data](chart.png)

Resolute Academy Middle and Comparison Schools

- Resolute Academy Middle
- Edwin Matson Middle
- Samuel Gompers
- Charles Drew

- Not Met
- Nearly Met
- Met
- Exceeded

- 2018-2019
- Proficiency Data
- Resolute Academy Middle and Comparison Schools

- 60.89%
- 51.46%
- 55.44%
- 34.98%
- 15.85%
- 27.67%
- 40.01%
- 26.79%
- 3.01%
- 2.93%
- 2.45%
- 15.76%
- 5.28%
- 17.96%
- 3.79%
At the time that this petition is being presented, Resolute Academy’s flagship school is in its fifth year of operation. Resolute Academy’s academic performance is at least equal to the academic performance of schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

**Student Population To Be Served**

2. **Target Student Population**

Resolute Academy, Inc. plans to locate Resolute Academy ES in the Watts community of South Los Angeles. The Watts Community is defined by zip codes 90059 and 90002 and is where Resolute Academy Middle School is located. Resolute Academy’s leadership is working diligently to secure private facility space. In the event that the facility does not work out, Resolute will pursue alternative paths to a facility including alternatives in the neighborhood and Proposition 39.

As indicated by the data below, not only is the number of adults with a Bachelor’s Degree in Watts significantly lower than the average of the city of Los Angeles, but the percent of students with a High School Diploma is also significantly lower. The charts below depict outcomes for two distinct groups within the Watts Community, adults ages 18-24 and adults over the age of 25.

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1 https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CFA
This information is further supported within the Opportunity 360 study. “Opportunity 360 provides the framework and data necessary to assess both the available pathways to opportunity and the outcomes of any neighborhood in the United States”. According to the Opportunity 360 study which is based on the 2000 Census, the Watts Community received an Opportunity Index Score of 0.
How Children Succeed outlines the correlation between the level of education of adults in the community and a child’s graduation rate: “Between 1990 and 2000, the rate of BA attainment among wealthy students with at least one parent who had graduated from college rose from 61 percent to 68 percent, while, according to one analysis, the rate among the most disadvantaged young Americans - students in the lowest-income quartile whose parents were not college graduates - actually fell, from 11.1 percent to 9.5 percent.” While this number is not causational, it does speak directly to the need for schools that will prepare children and equip them with the foundational skills and strength of character to persevere and tackle the challenges they will face in high school and college.

Given the high percentage of adults who did not complete high school, it is not surprising that the area is predominately low-income. Lack of employment opportunities and low educational attainment contribute to the high crime rate and proliferation of gangs in the Watts community.

While community demographics paint a picture of a severely impoverished neighborhood and families that face significant challenges, it is a proud community with a rich history in the arts and social activism. It is a community that is at the forefront of improving relationships between Law Enforcement and Gang Members through programs like the Watts Gang Task Force. Improvements in education and educational opportunities are part of the solution. Without access to strong educational options, economic advancement is difficult and limits a families’ ability to participate in the growth of their neighborhood.

Notably, according to Living wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn $73,615 annually to be self-sustaining (non-needing public assistance) in Los Angeles.

The Opportunity 360 Study also evaluated Economic opportunities in the community. The chart below supports the US Census in their conclusion that 71% of families live below the poverty line. This is in deep contrast to the regional average at 17%.

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2 Tough, Paul. How Children Succeed: Grit, Curiosity, and the Hidden Power of Character. Boston: Houghton Mifflin Harcourt, 2012. 149. Print (outlining the correlation between the level of education of adults in the community and a child’s graduation rate: “Between 1990 and 2000, the rate of BA attainment among wealthy students with at least one parent who had graduated from college rose from 61 percent to 68 percent, while, according to one analysis, the rate among the most disadvantaged young Americans - students in the lowest-income quartile whose parents were not college graduates - actually fell, from 11.1 percent to 9.5 percent.”).
For reference, at Resolute Academy’s flagship school, 99% of scholars qualify to receive Free or Reduced lunch with the percentage of scholars receiving Free Lunch above 90%.

Existing Public-School Options in the Community

The Watts community of South Los Angeles is small – spanning only 2.8 square miles. Within the Watts community, we have identified eight traditional public elementary schools serving scholars in grades K-6.

None of these schools offer a college-preparatory TK-4 option; though there are many community programs that provide support with the High School application process. Those schools are:

- 112th Street Elementary School
- 96th Street Elementary School
- Compton Avenue Elementary School
- Florence Griffith Joyner Elementary School
- Grape Street Elementary School
- Lovelia P. Flournoy Elementary School
- Ritter Elementary
- Weigand Avenue Elementary School

According to the released 2018-2019 CAASPP Scores for the Elementary Schools listed above, 78.70% of students were not proficient in Math and 79.27% of students were not proficient in English Language Arts. The percent of students not meeting or exceeding the standard is significantly higher than both that of the State of California and The Los Angeles Unified School District indicating a need for a strong, college preparatory Elementary school program. By expanding our reach to impact younger children in the community through a high quality, college preparatory program with significant time dedicated to English Language Arts and Math instruction, we will continue to improve educational and life outcomes for the broader community.
3. Mission and Vision

Resolute Academy Elementary School (Resolute Academy ES or “Charter School”) equips students with the academic foundation and strength of character necessary to excel in high school and college. Resolute Academy ES is founded on the belief that all students, regardless of race, socio-economic status or family circumstance, can and will achieve at the highest academic levels.
Resolute Academy ES will be founded upon the following tenets:

**All Scholars Can Learn:** Fostering a belief in all members of our school community – students, parents, teachers, staff, school leaders and supporters – that all students can learn and achieve our high expectations for success when students are supported in a high quality school. For scholars who live in a community where less than 3% of the population has a college degree, we work hard to ensure that our scholars know that attending and persisting through college is a realistic and attainable goal. Every classroom features college and university signage and decorates. Scholars are addressed individually as scholars and collectively as the university for which their classroom is named. Beginning in kindergarten, scholars will tour the campuses and universities they may one day attend.

**Slow Growth Model:** Resolute Academy ES will employ a slow growth model, adding just one grade level per year after launching the TK/Kindergarten/1 in Year 1 of operation. Launching with TK/Kindergarten and 1st grades will be a tremendous advantage to our ability to develop instructional capacity over time and make improvements and refinements based on data. The slow growth model will also enable school leaders, teachers, parents and scholars to develop a strong sense of community and belonging.

**Focus on Literacy and Mathematics:** Ensuring each individual student develops a strong foundation in reading, writing and math through a rigorous, college-preparatory curriculum supported by a strong and consistently implemented professional development program for staff in order to prepare each student for success in middle school, high school and college. Our academic program is centered on standards mastery particularly in literacy and mathematics, along with mastery in core content areas of science and social studies.

**Data Drives Decision Making:** Providing teachers with the time, resources and support to employ individualized instructional strategies based on data to meet each student’s specific needs is paramount to student success. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and scholar learning. Teacher-created and curriculum-generated assessments are used to drive weekly lesson plans. Interim Assessments using a nationally-normed exam like NWEA MAP are administered three times a year to further inform, modify and adapt instruction based on scholar performance. Teachers are given ample time during Professional development and school-led data days to dive deeply into assessment data and prepare an appropriate action plan for scholars.

**Centralized Leadership Team and Operations Staff:** In order to keep our promise to families and fulfill our mission, the work of the school site Principal must be solely focused on the academic and social well-being of scholars. They must be able to dive deeply into the day to day running of the school and focus on what truly matters—results for scholars. Based on the model of successful urban charter schools throughout the nation, Resolute Academy, Inc. will make a strategic decision to launch in Year 1 with a leadership team that includes a Principal at Resolute Academy’s flagship school and Resolute Academy ES, and an Office Coordinator and Office Manager at each site providing support to both the Elementary School and the Middle School, and an Executive Director, overseeing all functions and providing intensive support to the academic, operations and finance/accounting of the organization.

### 4. Grade Levels to be Served and Enrollment Plan

Resolute Academy ES will employ a slow growth model to ensure that systems, routines and procedures are in place and to allow for the development of strong, mission-aligned teachers.

### 5. Enrollment Plan

The enrollment grid presented below is aligned to both Resolute’s staffing model.
Goals and Philosophy

6. Mission Statement

Resolute Academy Elementary School (Resolute Academy ES or “Charter School”) equips students with the academic foundation and strength of character necessary to excel in high school and college. Resolute Academy ES is founded on the belief that all students, regardless of race, socio-economic status or family circumstance, can and will achieve at the highest academic levels.

7. What It Means to be an Educated Person in the 21st Century

We recognize that to be successful in the 21st century, our students must be critical thinkers, community-minded, character-focused and constantly open to the process of learning. The Partnership for 21st Century Learning published a report which aligns student outcomes to the skills and knowledge they learn in and out of the classroom. “Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.”

Resolute Academy ES believes that an educated person in the 21st century is one who has the academic foundation in all core subjects in order to engage in higher order, critical thinking skills and in effective communication with a variety of people and in a variety of settings. We believe that character development also is critical to success in a 21st century economy, something we emphasize through the school’s core values. We believe that through our core values our students will build critical 21st century skills such as teamwork, accountability, maturity, self-discipline, grit and persistence - all of which are necessary for student success in the classroom and in the workforce.

Students at Resolute Academy ES will be:

Critical Thinkers

We develop critical thinkers by employing the following:
- High academic standards in all content areas
- Emphasis on literacy and mathematics
- Analytical writing across the curriculum
- Academic discourse with teachers and with peers
- Access to academically rigorous texts and material

Intellectually Curious

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We value growth in all academic content areas and hold students accountable for their learning. By the time students are in fourth grade, they will have developed the intrinsic motivation and desire to succeed in middle school, high school and college. We build this in students by employing the following:

- College preparatory mission and culture
- Advisory curriculum that individualizes student learning and growth
- Engaged and adept teachers who serve as role models
- Independent Reading Time
- 1:1 Technology for student use in the classroom

Resolute Academy ES’s college preparatory mission and culture build student’s desire to access post-secondary opportunities and pursue higher education. Coupled with themed college advisory classes, and teachers who will bring a passion for their content area, we believe that students will become intellectually curious and will seek out opportunities for further involvement in their community. During independent reading time, students are provided the autonomy to choose a book that interests them and is within their lexile level and zone of proximal development. We believe this will foster a love of reading and of learning because students are taking an active role in their education.

The use of technology is paramount to student success and Resolute Academy ES, since its first year in operation, has provided for 1:1 computer access for all students. Resolute Academy ES trains teachers on the effective implementation of technology into the classroom to support and enhance the rigorous academic program. Resolute Academy ES leadership and staff are well aware of the value of creating technologically literate students especially as we prepare them for success in high school and college.

To facilitate the strong use of technology in the classroom, teachers are trained during Summer Professional Development about how to use online platforms such as Google Classroom for creating assignments and assessments, Khan Academy for monitoring and implementing Math Intervention, assessing students using systems such as the Northwest Evaluation Association/MAP for benchmark exams and the CAASPP Interim Assessment system. To foster a love of independent reading, Resolute Academy uses Accelerated Reader. Accelerated Reader allows students to read books independently and take quizzes on the books they have read. Accelerated Reader then provides data to teachers in alignment with the Smarter Balanced Assessment. Teachers are able to use these results to see areas of strength and areas for improvement for an entire class, a grade level and for individual students. Further supporting the use of this program is the parent component. Parents are able to view student progress, receive reports on Student Lexile Levels/Reading Levels and are even provided with text suggestions.

Students use technology to develop presentations, write essays, conduct scientific experiments and participate in scientific simulations.

**Culturally Aware**

We recognize the importance and significance of being culturally aware in our world. Students must be able to compete globally and to do that, they must be adept and able to adapt quickly to any and all settings. To that end, we will employ the following:

- Character-driven advisory program
- Field trips and other events that take student learning out of the classroom
- College visits during the year
- Paycheck/Token Economy system

At Resolute Academy ES, we use our resources to maximize impact on student outcomes in the immediate term, and to create educated people for the 21st century in the longer term. The school’s core DREAM values in conjunction with community circles and the paycheck/token economy system are designed to
increase the students’ awareness of social and cultural norms. The paycheck/token economy system builds students’ understanding that their actions have consequences and that those consequences can either be positive or negative. To achieve the desired outcome students will have to demonstrate that they are disciplined, resilient, engaged, accountable and mature – values that the school has determined reflect those the students will need in the future.

College visits are designed to promote awareness regarding post-secondary opportunities and enable students to find a school that fits their academic, emotional and social needs.

We encourage all students to see and treat all people and all communities with respect, and we develop this sense of community across the school through a values-based approach to discipline and a values-based approach to building a school community built on respect for all people.

8. How Learning Best Occurs

We believe that the Common Core must drive all that we do, and that a rigorous curriculum supported by a strong and consistently implemented professional development program are the key levers for driving instruction which, in turn, directly impacts student achievement. In *Good to Great*, a study of the most effective organizational practices, Jim Collins states that successful companies narrowly focus the organization’s resources in its field in an effort to maximize competency and increase efficiency.4

In addition to our relentless focus on literacy, our highly structured learning environment, emphasis on data, and consistent feedback cycle to support teacher growth and efficacy will enable our teachers to deliver the best educational program possible and, in turn, will help our students to achieve both academic and personal success in middle school and beyond.

We believe that there are a number of ways in which learning best occurs for students.

Students Learn Best When Everyone in the School Believes All Students are Capable of Achieving at the Highest Academic Levels.

“The research is clear: Rigorous standards, associated with frequent assessment and other effective techniques, allow students from every economic and ethnic background to succeed.”5

Socio-economic difficulties, race, ethnicity, home language, or family educational level are often referenced as reasons why students in low-income communities cannot achieve academic success. Resolute Academy ES holds that students can and will succeed, regardless of demographics. “Across the country, dozens of schools with high concentrations of low-income children are proving that poverty is not the cause of academic failure.”6 At Resolute Academy ES, all students will be supported through individualized and group tutoring. Enrichment activities will be provided for those students who are achieving at or above grade level in academic content areas during choice time at the end of each day.

Teachers are responsible for creating and executing differentiated lessons that are scaffolded and tailored to individual student needs. To ensure that all lessons are differentiated appropriately, teachers meet weekly with their designated Special Education team lead to review accommodated/modified lesson plans and student progress toward IEP Goals.

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Students Learn Best When Each Student Develops a Strong Foundation – with Critical Emphasis on Literacy - Through a Rigorous, College Preparatory Curriculum.

“Youngsters who can barely read by the fourth grade face a steep uphill climb the rest of the way through school and later in life. They will struggle with the reading assignments in English class, and the word problems in algebra...Higher education will be off limits.”

Overwhelming evidence indicates that literacy and literacy instruction is paramount to a student’s success throughout school and certainly in college. Every individual at Resolute Academy ES is a teacher of literacy.

We believe learning best occurs when reading and writing are taught across the curriculum. Our teachers will be provided with the tools they need to implement reading and writing strategies in their classes through targeted, intensive and frequent professional development. Resolute Academy ES leadership and staff believe that the same approach to literacy must be valued in each subject. All teachers must explicitly teach and assist students in making connections to other academic content and real life in order to stimulate and develop mental connection-making (Brown, 1989; Perkins and Salomon, 1988, Salomon and Perkins, 1989).

Moreover, the developers of the ELA Common Core State standards insist that instruction in reading, writing, speaking and listening should be a shared responsibility within the school, recognizing that dramatic improvements in literacy instruction and performance at scale are unlikely without the creation of a strong, visible, transparent culture of instructional practice.

Students Learn Best When High Quality Teachers With Subject Expertise Are Supported With a Strong and Consistently Implemented Professional Development Program and Effective Evaluations.

“Research on teacher quality is stacking up and one study found students of teachers ranking in the top quartile in effectiveness make academic growth quadrupling that of the students of teachers in the bottom quartile.”

Resolute Academy ES’s highly selective and rigorous recruitment process will ensure that all teachers and staff are not only mission aligned, but highly capable and qualified, passionate and well versed in their content area and subject matter.

As experts in their field, teachers will provide students with the depth and breadth of knowledge of subject-specific content in the teacher’s chosen discipline, as well as a range of pedagogical strategies to utilize in appropriate teaching contexts as acquired by their teacher preparation program and furthered by ongoing and consistent professional development at Resolute Academy ES.

Resolute Academy ES teachers will be actively coached and observed weekly in their lesson planning and instructional execution. Consistent, targeted feedback to teachers is a key lever in improving their instructional practice and efficacy, thus in improving student academic performance and helping students

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8 https://www.21learn.org/articles/perkins.html
to achieve success.\textsuperscript{11} Highly effective teachers in the classroom facilitate and support the academic and personal growth of students. Research shows that teachers who rank in the top 25\% of effectiveness make gains that are four times more than those of teachers who rank in the bottom 25\% of effectiveness.\textsuperscript{12}

\textbf{Students Learn Best When They Have An Extended Day and School Year to Allow More Time for Remediation, Acceleration and Enrichment.}

“The day is organized for nonstop learning, and the children generally go home with hefty homework assignments.”\textsuperscript{13}

Through Resolute Academy ES’s extended day and year, we will be able to afford our students diverse learning opportunities. We believe learning does not occur in a vacuum and students must be provided with various ways to access and master academic subject content matter. This includes whole group and individualized instruction, enrichment opportunities, field experience, cooperative learning, and community service.

Extending time and prioritizing the use of time in schools makes a dramatic difference in the academic outcomes and trajectories of their students, and this informs the use of time at Resolute Academy ES. We provide an extended day and an extended school year. Students receive more instructional hours on a daily and annual basis than their peers in the Los Angeles Unified School District.

\textbf{Students Learn Best in a Structured, Encouraging Environment.}

“When a school clearly teaches by example that self-control, self-reliance, and self-esteem anchored in achievement are the means to success, that school’s own success inspires confidence, order, and discipline it its students.”\textsuperscript{14}

We believe that learning occurs best in a structured, encouraging environment. Resolute Academy ES will provide students a highly structured environment with consistent academic and behavioral expectations. Indeed, “effective schools’ researchers have identified characteristics shared by such schools, which include: School-climate factors (a safe and orderly environment, a culture of high expectations for student success).”\textsuperscript{15} Through a strong advisory curriculum with a focus on character development strong study habits and organizational skills are consistently reinforced. In addition, through a central focus on the school’s DREAM values, the school will encourage students to become Disciplined, Respectful, Engaged, Accountable and Mature, as we believe those traits to be fundamental in producing students who are self-motivated and will foster the growth and development of lifelong learners.

Students will be expected to work hard each day to master the skills and content knowledge in each of their classes as well as develop a strong work ethic, sense of self and character. Advisory will be a core and critical component of the school day. “Advisory programs offer the structure to meet students' developmental needs, because it is the one place in school where students are intimately known as a ‘whole child.’ Advisory programs have the potential to ensure that every child has a meaningful relationship with

\begin{itemize}
  \item \textsuperscript{11} Haycock, Kati. “Good Teaching Matters-How Well Qualified Teachers Can Close the Gap.” Education Trust. 1998.
  \item \textsuperscript{12} Saunders, William L., and June C. Rivers, Cumulative and residual Effects of Teachers on Future Students Academic Achievement, University of Tennessee Value-Added research and Assessment Center, 1996, p. 6.
  \item \textsuperscript{15} Research Foundations of the Lorraine Monroe Leadership Institute Essential Elements of Educational Excellence by Marcella L.
\end{itemize}
an adult and belongs to a community of peers. These elements of connectedness have the potential to improve academic achievement and the overall school experience for middle grades students.”

Students Learn Best When Teachers Have the Time, Resources and Support to Employ Individualized Instructional Strategies Based on Student Achievement Data to Meet Each Student’s Needs.

“The proper use of data-centered methods in education isn’t an empty platitude and isn’t a matter of mindlessly teaching to the test - it’s a clearly defined and incredibly effective pathway to academic excellence.”

Data collection and analysis are critical to a student’s academic success. Teachers will be supported and trained to read, evaluate and analyze data on a regular basis. Teachers will communicate this data to parents, families, and school leadership on a weekly basis through the use of the school’s DREAM reports, which reveal a student’s individual progress, academically and behaviorally. Diagnostic assessments and all subsequent data will be used to inform daily, weekly, monthly, and yearly lesson plans, student groupings, and academic interventions, ensuring that all students are held and supported to high levels of academic success.

Resolute Academy ES employs a consistent cycle of assessment and feedback so that we may progressively evaluate the academic, curricular, instructional and tutoring structures and systems we have in place and continue to evolve and advance student achievement.

Teachers consistently provide students and families with up to date, relevant data regarding student performance. To that end, we use exit tickets, formative assessments, Fountas and Pinnell, NWEA benchmark assessments and end of trimester assessments to monitor student progress to goal. The NWEA benchmark assessment is given three times annually to students: upon enrollment, in the winter and again in the spring. Teachers use the data from the NWEA MAP assessment to set individualized learning goals for students, track lexile growth and measure progress toward the CAASPP Assessment. Furthermore, the NWEA MAP Assessment also provides individual student projections toward college-readiness.

Students Learn Best When Parents are Authentic Partners with the School and Actively Engaged in School Life.

“There is no substitute for the parent or primary caregiver’s role as a child’s first teacher, best coach and most concerned advocate.”

Since families are critically important to the success of a student, we will proactively provide multiple venues, formal and informal, for parents to get involved at Resolute Academy ES. Targeted, specific and consistent family engagement promotes strong educational outcomes for students. Parents can participate in Resolute Academy ES Parents for Success which meets monthly to discuss student success, school concerns, and opportunities to further grow and support the school. Parents, similar to students, are invited, though not required, to annually review and sign a Parent Contract which details their unwavering

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18 Currently Resolute Academy ES uses Fountas and Pinnell to drive literacy instruction and student lexile growth; however, new technology and literacy products are consistently being developed. To the extent that Fountas and Pinnell continues to be reliable, Resolute will use it, but Leadersip retains the right to change this exam for a more advanced and accurate lexile predictor should one become available.
commitment to review homework nightly, attend parent meetings, sign communication logs, and participate in academic and extracurricular events focused on recognizing their student’s academic and character achievements.

9. How Program Goals Enable Students to Become Self-motivated, Competent, Lifelong Learners

Our instructional program has been carefully designed to develop students to be self-motivated and competent, who view themselves as life-long learners:

- **Self-motivated learners**: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our focus on personal responsibility and accountability for meeting high expectations (autonomy) students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement (mastery). As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic self-motivation to learn.

- **Competent learners**: Through a relentless focus on student achievement data, teachers will ensure that our standards-based learning objectives will be met by all students. Students will continuously be asked to reflect on their own learning, helping them gain understanding of the way they learn best. Students who can effectively express how they learn best can ‘own’ their education and be successful and enthusiastic life-long learners.

- **Life-long Learners**: Beyond mastering specific skills and facts, students at Resolute Academy ES will learn how to learn, with an emphasis on critical thinking, literacy skills, and higher order thinking skills. Thus, well beyond the mastery of specific skills and knowledge, students at Resolute Academy ES will develop a lifelong ability to continue to learn.

Students at Resolute Academy ES develop a solid foundation that serves them well in secondary school, college and beyond.

10. The Requirements of California Education Code § 47605(b)(5)(A)(ii)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

Resolute Academy ES will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and
formative assessments that are aligned to state and federal standards and reflection proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code § 52060(d).

The following chart details the school’s annual goals, for all pupils pursuant to California Education Code § 5202 for each of the eight (8) state priorities identified in California Education Code §52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
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<tbody>
<tr>
<td>GOAL #1</td>
</tr>
<tr>
<td>All students will achieve.</td>
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</tbody>
</table>

**Related State Priorities:**
- ☐ 1
- ☒ 4
- ☐ 7
- ☐ 2
- ☐ 5
- ☒ 8
- ☐ 3
- ☐ 6

**Local Priorities:**
- ☐

**Specific Annual Actions to Achieve Goal**

To ensure that all students are achieving, Resolute Academy ES will take the following actions:
- Teachers will use data such as formative, interim and summative assessments to tailor and guide instruction.
- Teachers will use nationally normed interim assessments to measure student growth as well as achievement. Achievement for the purposes of nationally normed assessments is defined as proficiency toward grade level standards.
- A minimum of 5 Professional Development Days targeted to assessing data after nationally normed interim assessments.
- Tutoring after school.
- ELPAC data will be accurate and shared with teachers.
- High quality instruction and targeted support through a consistent cycle of feedback and coaching.
- Standards Based Grading – Students will know the Common Core State Standards, the rubric used to measure those standards and be able to articulate areas of strength and areas of growth.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Increase the number of students who meet state-established proficiency levels for English Language Arts

**Metric/Method for Measuring:** Percentage of students performing at or above proficiency levels on CAASPP English Language Arts Assessments and Mathematics.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Establish Baseline with first class of 3rd graders</td>
<td>School-wide and all significant subgroups will meet or exceed targets for</td>
<td>School-wide and all significant subgroups will meet or exceed targets for</td>
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<td>Group</td>
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<tr>
<td>English Learners</td>
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<td>NA</td>
<td>Establish Baseline with first class of 3rd graders</td>
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<tr>
<td>Soccer Socioeconomic/ Low Income Students</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Establish Baseline with first class of 3rd graders</td>
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<tr>
<td>Foster Youth*</td>
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<td>Establish Baseline with first class of 3rd graders</td>
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<tr>
<td>Students with Disabilities</td>
<td>NA</td>
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<td>Establish Baseline with first class of 3rd graders</td>
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<tr>
<td>African American Students</td>
<td>NA</td>
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<td>NA</td>
<td>Establish Baseline with first class of 3rd graders</td>
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*At this time, not considered a statistically significant subgroup for the purposes of state reporting. Resolute acknowledges that this may change over time.
Latino Students

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<tr>
<td><strong>Outcome #2: EL Students will advance at least one performance on the CA State English Proficiency Test and/or Reclassification Rate</strong></td>
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<tr>
<td><strong>Metric/Method for Measuring:</strong> Percentage of EL students making progress on English Proficiency</td>
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<tbody>
<tr>
<td>English Learners</td>
<td>Not applicable.</td>
<td>Establish Benchmark with ELPAC test implementation</td>
<td>Percent of scholars who achieve one level of growth on the ELPAC each year will meet or exceed the district rate.</td>
<td>Percent of scholars who achieve one level of growth on the ELPAC each year will meet or exceed the district rate.</td>
<td>Percent of scholars who achieve one level of growth on the ELPAC each year will meet or exceed the district rate.</td>
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**LCFF STATE PRIORITIES**

**GOAL #2**

**Student and Family Engagement**

Related State Priorities:

- ☐ 1
- ☐ 4
- ☐ 7
- ☐ 2
- ☒ 5
- ☐ 8
- ☒ 3
- ☒ 6

Local Priorities:

☐:

☐:
Specific Annual Actions to Achieve Goal

To ensure that all students and families are engaged in the school program, Resolute Academy ES will take the following actions:

- Provide a minimum of 8 opportunities for parental involvement in workshops on a variety of topics that affect students and their families
- Provide a minimum of 3 conferences every trimester for families of students who are struggling academically
- Send home weekly reports using a Positive Behavior Intervention System that tracks student behavior over the course of the week. The Weekly Report will also contain information regarding student grades-to-date.
- Encourage parent participation on Field Trips and Volunteer activities at school
- Bi-Weekly Teacher Communication
- Parent Leadership opportunities on the School Site Council (SSC) and English Learner Advisory Council (ELAC)
- Host monthly “cafecitos” where parents can come and meet with school leadership
- Parent and Student Survey distributed annually

Expected Annual Measurable Outcomes

**Outcome #3:** Resolute Academy ES will provide multiple parent-teacher conference opportunities, at least 8 family workshops, and monthly SSC and ELAC Meetings.

**Metric/Method for Measuring:** Parent attendance at parent meetings will be tracked via sign-in sheets.

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<tr>
<td>All Students (Schoolwide)</td>
<td>NA</td>
<td>Increase parent engagement rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent teacher conference attendance (≥90%)</td>
<td>Increase parent engagement rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent teacher conference attendance (≥90%)</td>
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<td>Latino Students</td>
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**Outcome #4:** Resolute Academy ES will maintain a moderately low suspension rate. Moderately low is defined as a <5% annually.

**Metric/Method for Measuring:** Suspension Rate.

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21 Note that Discipline Data for the 2017-2018 school year is not yet available; therefore, Resolute Academy ES relied on discipline data presented to CALPADs and the District to calculate scores in the same manner as DataQuest.
### Expected Annual Measurable Outcomes

#### Outcome #5: Expulsion Rate will not exceed 2%.

**Metric/Method for Measuring:** Expulsion Rate.

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<td>All Students (Schoolwide)</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>&lt;1% suspension rate</td>
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<td>English Learners</td>
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<td>Foster Youth*</td>
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### Expected Annual Measurable Outcomes

#### Outcome #6: Sustain an Average Daily Attendance (ADA) of at least 95%.

**Metric/Method for Measuring:** Average Daily Attendance Rate

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<td>All Students (Schoolwide)</td>
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<td>Establish Baseline</td>
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<td>95%</td>
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<td>English Learners</td>
<td>%</td>
<td>Establish Baseline</td>
<td>95%</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students***</td>
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<td>Establish Baseline</td>
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<td>Foster Youth*</td>
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<td>Establish Baseline</td>
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<td>Students with Disabilities***</td>
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<td>Establish Baseline</td>
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<td>African American Students***</td>
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<td>Establish Baseline</td>
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<td>Latino Students***</td>
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<td>Establish Baseline</td>
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### Expected Annual Measurable Outcomes

#### Outcome #7: Reduce the percent of students who are considered chronically absent.\(^{23}\)

**Metric/Method for Measuring:** Average Daily Attendance Rate

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\(^{22}\) ***Data Not Available At This Time

\(^{23}\) Chronically Absent Student Information is not yet available for the 2017-2018 school year; therefore, the data presented is from the 2016-2017 school year as found on the CDE’s DataQuest website.
<table>
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<tr>
<td>All Students (Schoolwide)</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
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<td>English Learners***</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
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<td>Sociocon. Disadv./Low Income Students***</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
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<tr>
<td>Foster Youth*</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
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<td>Students with Disabilities***</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</td>
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<td>African American Students</td>
<td>NA</td>
<td>Establish Baseline</td>
<td>Percent of scholars who are considered</td>
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<th>NA</th>
<th>Establish Baseline</th>
<th>Percent of scholars who are considered chronically absent will meet or be less than the district rate.</th>
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### LCFF STATE PRIORITIES

#### GOAL #3

Provide a learning environment that will set students up for academic and personal achievement through the development of qualified teachers and standards-aligned instructional materials.

**Related State Priorities:**

- ☒ 1
- ☐ 4
- ☒ 7
- ☒ 2
- ☐ 5
- ☒ 8
- ☐ 3
- ☐ 6

**Local Priorities:**

- ☐
- ☐

### Specific Annual Actions to Achieve Goal

To ensure that all students are set up for academic success, Resolute Academy ES will take the following actions:

- Annual review of credentials to ensure compliance
- Comprehensive teacher recruitment including but not limited to online job postings, colleges/universities, job fairs, etc.
- Comprehensive and competitive teacher interview process that includes but is not limited to the submission of a lesson plan, a demo lesson and a teacher panel
- Ensure all materials are standards-aligned
- Standards-Aligned rubrics to ensure consistency amongst grade levels and objectivity in the grading process
- Professional Development on the Common Core State Standards as well as Standards-Based Grading
- All students, including English Learners, have access to free, standards-aligned curricular materials
- Programmatic planning and scheduling: the charter school will insure the schedule allows enough time for all students to engage in the courses outlined in Resolute’s Instructional Design
- The Charter School will create a budget that supports the hiring of needed teachers to offer courses to all students
- Salary scale that is competitive to ensure talent recruitment and teacher retention rates are maintained or increased
- Supporting the transition for teachers with out-of-state credentials

### Expected Annual Measurable Outcomes

**Outcome #8:** Maintaining or increasing the rate of teachers who are compliant.
**Metric/Method for Measuring**: Percent of teachers who are compliantly credentialed\(^{24}\) according to the state of California.

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<tr>
<td>All Students (Schoolwide)</td>
<td>NA</td>
<td>100% Compliant</td>
<td>100% Compliant</td>
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<td>100% Compliant</td>
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<td>- English Learners</td>
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<td>- Foster Youth(*)</td>
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<td>- Students With Disabilities</td>
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<td>- African American Students</td>
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<td>- Latino Students</td>
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**Outcome #9**: All students will have access to standards aligned instructional and curricular resources.

**Metric/Method for Measuring**: Number of books, materials, technology and licenses available for scholars.

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<tr>
<td>All Students (Schoolwide):</td>
<td>NA</td>
<td>100% of students have access to standards aligned curricular resources</td>
<td>100% of students have access to standards aligned curricular resources</td>
<td>100% of students have access to standards aligned curricular resources</td>
<td>100% of students have access to standards aligned curricular resources</td>
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<td>- English Learners</td>
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<td>- Foster Youth(*)</td>
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<td>- Students With Disabilities</td>
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<td>- Latino Students</td>
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**LCFF STATE PRIORITIES**

**GOAL #4**

Provide students access to a clean, safe, and productive work environment.

Related State Priorities:

- ☒ 1
- ☐ 4
- ☐ 7
- ☐ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☐ 6

Local Priorities:

☐:

☐:

\(^{24}\) Compliantly credentialed includes but is not limited to: Preliminary Credentials, Clear Credentials, Intern Credentials, Waivers, Short Term Staffing Permits and any other designation allowed by the California Commission on Teacher Credentialing.
Specific Annual Actions to Achieve Goal

To ensure that all students have access to a clean, safe and productive work environment, Resolute Academy ES will take the following actions:

- Work with the custodial crew and plant manager on collocation or private sites to conduct walk through on a monthly basis
- Provide a monthly list of items that are not in “good repair” and receive a time estimate for when repairs will be made

Expected Annual Measurable Outcomes

Outcome #1: Ensure that Resolute’s facility, private or collocation, is at “good repair” or better annually.

Metric/Method for Measuring: SARC results.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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<td>100%</td>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Foster Youth*</td>
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<td>Students With Disabilities</td>
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<td>African American Students</td>
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<td>Latino Students</td>
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Instructional Design

11. Curricular and Instructional Design

As detailed above in the “How Learning Best Occurs”, Resolute Academy ES’s Instructional Design is guided by the following principles:

- Extended Learning Time
- Standards-Based Grading/Teaching for Standards Mastery
- Strategies and Supports for Student Mastery
- Literacy Across the Curriculum
- A Strong Advisory Program

Resolute Academy ES has a rigorous, standards-based curriculum that is backward-planned and focuses on critical thinking, standards mastery, college preparedness, and student growth. In order to be promoted from Resolute Academy ES, a student must have passed with a “C” or better courses in English Language Arts, History, Math and Science. All science courses are backward-planned using the Next Generation Science Standards. Students are expected to read and write across the curriculum.

During Summer professional development, teachers work with their assigned Instructional Coach to develop a scope and sequence of learning standards, model unit plans and the first three weeks of academic Friday quizzes, lesson plans and materials.
Three times throughout the school year (Fall, Winter, and Spring), Resolute Academy ES MAP tests the students in math, reading, and language. MAP is an interim assessment created by the global not-for-profit educational services organization, Northwest Evaluation Association (NWEA). Each time the students are MAP tested, they are given personal goals based on their projected growth and current skill levels. Personal goals are communicated to parents at 6-week conferences. 6-week conferences occur three times per trimester. For parents that are unable to make conferences, this information is sent home with a letter from NWEA MAP that explains how to read the score report. They are also scored on their projected college readiness abilities, skills that they are ready to develop as well as the skills that they have already developed. While the curriculum’s unit overviews and scope and sequences already follow the common core standards and college preparation, we adjust our curriculum to account for lacking skill areas as outlined by the MAP data. We use MAP projections and data to increase the rigor in the lessons and to also differentiate it based on student need.

Curriculum and Instruction

12. Curriculum

The academic program at Resolute Academy ES begins with the end in mind. Using the rigorous Common Core standards, Resolute Academy ES selects and implements curriculum that addresses all grade-level appropriate California Common Core State Standards.

In addition, we recognize the impact of technology on the Smarter Balanced assessment system and will provide 1:1 access to the appropriate technology for our students.

Core Subjects

(a) English

Reading proficiency is critical to a student’s success in high school and college. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who comes from a more affluent background. Literacy is the key academic skill on which all future skills and knowledge is based. One of the greatest barriers that hinder scholars’ academic success is a weak foundation in literacy. According to the National Research Council, “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.” Resolute ES’s language arts program is designed to develop critical, thoughtful readers, writers, speakers and listeners.

In particular, we introduce in TK/Kindergarten the basics of reading, exposing scholars to a range of literature (stories, drama and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Scholars learn to ask and answer questions about key details in a text with prompting and support. They also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. They begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding sounds. In terms of writing, kindergarten scholars combine drawing, dictating, and writing to express ideas and narrate events. They begin to show a command of the English language regarding grammar and usage when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in kindergarten. The instruction at each grade level includes increasingly complex reading materials and as the scholars develop stronger skills, they assume more independence in their work assignments. Scholars will be able to apply grade-level phonics and word analysis in decoding words. By 4th grade, the scholars will have developed their critical thinking skills to the point that they will be able to compare and contrast using quotes and evidence from a text.

To achieve mastery of the Common Core literacy standards, we employ a research-proven, balanced literacy program as outlined by the federal government: (phonemic awareness and phonics, fluency, vocabulary, comprehension and writing), that includes a significant focus on phonics.26

Scholars in kindergarten through third grade receive intensive phonics and phonemic awareness instruction using SRA Reading Mastery to ensure they have a solid foundation in fundamental reading skills. If there still is a need for extensive phonics instruction in reading and writing after the third grade, scholars receive one-on-one or small group tutoring with a teacher to improve their skills. A foundation of strong literacy skills developed in the primary years through the instruction of a balanced literacy program allows literacy instruction in the upper grades to focus powerfully on deep comprehension of a variety of fiction and nonfiction texts. We recognize that reading proficiency is essential to the mastery of all other academic subjects; therefore, scholars must graduate from Resolute ES reading at or above grade level in order to be successful in college.

The literacy program at Resolute ES includes the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Think, Read, Discuss (K-1)/Read Aloud (2-4)</td>
<td>World awareness through texts, evidence-based discussions, fluency, vocabulary, reading comprehension</td>
</tr>
<tr>
<td>Guided Reading and English Language Development</td>
<td>Reading comprehension, modeling reading instruction, and developing vocabulary</td>
</tr>
<tr>
<td>Phonics</td>
<td>Reinforce phonemic awareness, phonics, vocabulary, and decoding skill mastery</td>
</tr>
<tr>
<td>Writing Program</td>
<td>Language mechanics, organization, genre study, grammar</td>
</tr>
<tr>
<td>Close Reading</td>
<td>Analysis of author’s craft, articulation of the central idea, oral and written language</td>
</tr>
</tbody>
</table>

To further enhance the literacy program at Resolute, Resolute ES may purchase a secondary curriculum such as Wit and Wisdom, a research proven English Language Arts Curriculum that begins in Kindergarten. Wit and Wisdom is used in Resolute Academy ES’s middle school and will provide continuity and scaffolds from year to year. Fluency instruction is supported in the Wit and Wisdom Curriculum through frequent exposure to short, well-rounded, rigorous texts.

26 Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at https://www.sraonline.com.
The lesson components of Wit and Wisdom include:

<table>
<thead>
<tr>
<th>Component</th>
<th>Purpose</th>
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<tbody>
<tr>
<td><strong>Focus Question</strong></td>
<td>Provides the foundation for the end of module writing tasks and spans across several lessons.</td>
</tr>
<tr>
<td><strong>Launch</strong></td>
<td>Begins the lesson by framing or reviewing the focus question</td>
</tr>
<tr>
<td><strong>Learn</strong></td>
<td>In the learn section, scholars are provided with a variety of daily activities and routines.</td>
</tr>
<tr>
<td></td>
<td>• Text Dependent Questions</td>
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<tr>
<td></td>
<td>• Read Aloud</td>
</tr>
<tr>
<td></td>
<td>• Whole Group Word Work and Fluency</td>
</tr>
<tr>
<td><strong>Land</strong></td>
<td>Allows teachers and scholars to review the framing question and check for understanding of the learning goal.</td>
</tr>
<tr>
<td><strong>Exit Ticket</strong></td>
<td>Daily, informal assessments that provide feedback on student comprehension and understanding</td>
</tr>
</tbody>
</table>

Through the use of research-proven materials, Resolute Academy ES will create a rigorous English curriculum based on state content standards.

(b) Mathematics

**MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Without a solid foundation in mathematics many “children will be tracked into an economic underclass.”27 Based on demographic data from the Office of Data and Accountability, Resolute continues to anticipate that the majority of students at Resolute Academy ES will come from economically challenged households. Currently 99.00% of scholars at Resolute Academy ES middle school are classified as socio-economically disadvantaged. It is imperative, then, that students develop a strong foundation in math fluency.

Resolute Academy ES uses Eureka Math28, also known as EngageNY, as the foundation for our mathematics program. Eureka Math provides educators with free, curricular resources that are carefully scripted and aligned to the Common Core State Standards beginning with students in Pre-Kindergarten. Built on the basis of student-led inquiry instruction, Eureka Lessons encourage students to engage with the material, ask questions and deeply understand why the process they are using to solve complex mathematical equations works.

**Math Intervention:** In addition to the 25-minute RTI block Monday through Thursday that teachers will use to respond to data in either ELA or math, there is time set aside each Friday for cumulative review (2nd-

28https://greatminds.org/math/about-eureka
4th) and math intervention (Kindergarten - 1st), in which teachers respond to data from the weekly quiz that is analyzed during the data meeting each Friday. This block allows for a thoughtful revisiting of cumulative standards to ensure continued mastery, as well as reteach based on error analysis from quizzes and exit tickets. Scholars not needing reteach will use individualized, self-paced math programs to revisit skills and build fluency.

(c) Social Studies

To encourage reading and writing across the curriculum, social studies courses follow the challenging California State Standards and incorporate the Common Core History/Social Science Frameworks. Teachers work with students to master key concepts, strengthen their vocabulary, analyze primary sources and make cause-and-effect connections. Furthermore, teachers work with scholars to hone their non-fiction reading skills, learn important content and apply it in both oral presentation and written essays.

Resolute ES will follow the following standards-aligned themes for teaching history:

- **TK/K:** Learning and working now and long ago: building community and examining identity within that community.
- **1st Grade:** A child’s place in time and space: Identifying the responsibilities of citizenship; examining geography, symbols and traditions of the nation’s people.
- **2nd Grade:** People who make a difference: Important people in the history of the nation and in individual and family histories, geography, learning about government institutions.
- **3rd Grade:** Los Angeles History: Exploring our city geographically, environmentally, culturally; connecting LA’s history and historical people to today.
- **4th Grade:** California History: Exploring the people, events, and places that make our state special and connecting to today.

(d) Science

In alignment with Resolute Academy ES’s relentless emphasis and focus on literacy, the Next Generation Science Standards are taught explicitly and through the use of non-fiction and expository texts. Resolute Academy ES has chosen to use Amplify Science for the basis of instruction in grades K-8. By vertically aligning lessons in Kindergarten with those at the middle school level, Resolute is actively pushing rigor and ensuring that scholars are able to tackle rigorous, grade-level tasks when they reach 8th grade.

In science, students will demonstrate how to apply the scientific method to design controlled experiments in projects, the ability to analyze and interpret qualitative and quantitative data in projects, how to apply scientific writing skills to communicate conclusions from scientific data in projects, and the ability to apply scientific knowledge and research to current social and world issues in projects. The science curriculum will offer opportunities for students to use the scientific method through labs and experiments starting in the earliest grades.

(e) Physical Education (non-core)

In addition to our core academic courses, Resolute Academy ES students benefit from high quality physical education at a minimum of once per week. Physical Education Teachers receive training during summer professional development about how to properly administer and prepare students for the Physical Fitness Test.29 Our physical education courses will be based on the Physical Education Model for Content Standards for California Public schools.30

29 The California Physical Fitness Test administrator training modules are free of charge and can be found at: https://pftdata.org/training.aspx
The five overarching standards to physical education are:

- **Standard 1**: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2**: Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
- **Standard 3**: Students assess and maintain a level of physical fitness to improve health and performance.
- **Standard 4**: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- **Standard 5**: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

We believe that physical education classes should develop students’ fitness skills and knowledge, while also providing a way for students to build school culture, interact positively with one another, develop teamwork, and reinforce the strong individual character we strive to develop in our students. Key objectives of our physical education program include:

(f) **Art (non-core)**

We believe that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught explicitly through standards-aligned curriculum that exposes students to a wide variety of arts education in visual and performing arts. Arts instruction will be provided to students beginning in TK/K twice per week and will serve on an alternating schedule with physical education. Resolute Academy may use a curriculum such as Meet the Masters\(^{31}\) which is standards aligned. All art lessons are designed in three phases:

- **Introducing the Masters**: Students are presented with a multi-media presentation on each artist. Students are engaged through carefully scripted questions and teachers are able to implement the curriculum with ease.
- **Student Worksheets**: Students receive worksheets and a self-guided packet that reinforces material presented in the slideshow.
- **Working with the Masters**: Students are given an art project to complete using the techniques for which the master artist was most famous.

(g) **Advisory (non-core)**

Resolute Academy ES’s Advisory curriculum focuses on character education through the use of the school’s core DREAM values: Disciplined, Resilient, Engaged, Accountable, and Mature. Students may have the same Advisory all four years; however, exceptions to this may be made at the discretion of the Principal. Resolute Academy ES will employ many of the techniques described in “Changing Systems to personalize Learning: The Power of Advisories”\(^{32}\) published by The Education Alliance at Brown University. The document provides sample assessment tools for advisory, curriculum planning resources, trackers for parent phone calls and student and family surveys that help to reinforce the idea that parents are our partners in this work. One day per week, students will participate in a Community Circle focused on celebrating academic and personal achievements.

Resolute Academy ES incorporates a rigorous and developmentally appropriate program of values and character education to prepare scholars to thrive in school, college, and the world. This curriculum guides all scholars with the life skills necessary to create self-motivated, competent, and lifelong learners.

\(^{31}\) [https://meetthemasters.com/artist/picasso-3/](https://meetthemasters.com/artist/picasso-3/)

\(^{32}\) More information on this may be found at: [http://www.alliance.brown.edu/pubs/changing_systems/power_of_advisories/thepower.pdf](http://www.alliance.brown.edu/pubs/changing_systems/power_of_advisories/thepower.pdf)
Established curriculum such as Second Step\textsuperscript{33} are used along with developmentally appropriate texts that highlight and teach our school’s core values. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every scholar.

**Innovative Curricular Components of the Educational Program**

As detailed throughout this petition, our most innovative elements, based on best practices at high performing schools across the country include but are not limited to:

- College preparatory curriculum
- Slow growth model
- Laser focus on the core content areas of literacy, mathematics, science, social studies and character education/ethics
- Intentional use of data to drive instructional decisions

**13. Comprehensive Course List**

Not Applicable

**14. Instructional Framework**

Resolute Academy ES leadership and staff will ensure that research-proven and practice-proven instructional strategies are used in classrooms with consistency. We believe that organization (i.e. structure) and behavior management are components of a transformative educational program. The following strategies will be used by all teachers to ensure that all students can achieve high levels of academic success.

**Gradual Release of Responsibility Model\textsuperscript{34}**

As outlined below, teachers at Resolute Academy ES implement The Gradual Release of Responsibility Model inspired by Pearson and Gallagher for instruction in English and Social Science Courses.\textsuperscript{35}

There are four components of a lesson plan targeted at student achievement:

- **Focus Lesson.** Teacher sets an aim, or objective, for the lesson based on the standard being taught and assessed. Teacher makes a connection to previous knowledge or skills learned and to future lessons.
- **Guided Instruction.** Teacher facilitates student mastery of the objective through direct and differentiated instruction. During this time, teachers lead students through a series of scaffolded notes to ensure all learners comprehend the material.
- **Collaborative Learning.** Students work with each other and the teacher to discuss, practice, and engage with the content.
- **Independent Work.** Students apply information used independently. Teachers scaffold practice to differentiate for all learners: those below grade level - those at grade level and those above grade level to ensure that their needs are met.

\textsuperscript{33} Second Step is a research-based violence prevention program that integrates academics with social and emotional learning. For more information, http://www.cfchildren.org/programs/ssp/overview/.


\textsuperscript{35}http://www.gomiem.org/files/handouts/sif28_4.pdf
Teachers are able to identify misconceptions, address errors and adjust instructional practices as necessary. During independent practice, teachers are able to work one-on-one with students to remediate and prevent misunderstandings.

The key to the success of the “I-WE-YOU” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “WE” stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the “YOU” portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.

Learning by Design

Resolute Academy ES implements a combination of Learning by Design\(^\text{36}\) and an inquiry-based instructional cycle in the math and science curriculum. According to Kalantzis and Cope in their text ‘Education is the New Philosophy’ to make a Metadisciplinary Claim for the Learning Science\(^\text{37}\), Learning by Design is guided by four key principles:

1. Engage
   a. Students reflect on their own experiences as it pertains to the concepts being covered in class. This section is used to activate prior knowledge and provide the student with a foundation for the discussion and/or discovery. The teacher uses this as an opportunity to inspire curiosity and engage students in the topic. The engage activity is quick, often five to ten minutes and allows for discourse and real-world connections. During the engage, students may also be presented with a topic that is unfamiliar to them and be asked to make connections based on what they may know about it.

2. Guided Instruction:
   a. During Guided Instruction, teachers take the time to explicitly teach the vocabulary, concepts and skills students will need to practice and master the task independently.

3. Practice/Analysis:
   a. Students make and analyze connections to themselves, to the broader landscape and to the perspective of others. Students are given ample time to practice the skills that they have learned in order to master the content standards being assessed.

4. Applying
   a. Appropriately: Students are given the time to apply what they have learned, test their theories and present classmates and teachers with the results.

5. Closure
   a. Teachers give students an exit ticket to measure mastery of the skills and concepts taught during the lesson.

Resolute Academy ES encourages teachers to collaborate across disciplines. Science and Math teachers are also responsible for implementing literacy across the curriculum.

15. How the School’s Instructional Methodologies and Curriculum Will Ensure Student Mastery of the Common Core State Standards and Other State Content Standards

\(^{36}\) http://newlearningonline.com/learning-by-design/pedagogy

All of Resolute Academy ES’s courses have been designed in alignment with the California Common Core State Standards and Next Generation Science Standards. Resolute Academy ES leadership receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards and lesson planning design.

16. How The Instructional Program Will Support Student Development Of Technology-Related Skills and Student Use of Technology

Resolute Academy ES recognizes that in order for students to be considered competent, 21st Century Learners, they need access to technology in the classroom. To that end, Resolute Academy ES trains teachers to implement technology into their classes as a means to support the standards-based instructional objectives. Teachers are trained to use programs such as Google Classroom, Google Docs, NWEA MAP Assessments, and Smarter Balanced Interim Assessments.

Students are provided with computers for their use during the school day. While these computers are not theirs to take home, each student is provided with an individual computer. These computers travel with students from class to class and maintain an online portfolio of their academic information. Laptop carts are available and serve as charging stations in each classroom.

17. Graduation Requirements

Not Applicable.

18. WASC Accreditation

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

Not Applicable; however, it should be noted that Resolute Academy’s flagship school secured WASC Accreditation through June 30, 2021.

19. High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

20. Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

Resolute Academy offers a transitional kindergarten (TK) program for any scholar whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Scholars in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on scholar needs, including slower pacing than the Kindergarten scholars and incorporation of Foundations curriculum goals. Teachers are
trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Resolute will comply with teacher credential requirements for TK classrooms, specifically teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC

**Academic Calendar and Schedules**

**21. Academic Calendar and Schedules**

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

In an effort to accommodate Resolute parents who have siblings enrolled in the Los Angeles Unified School District and to the extent possible, Resolute follows the LAUSD School Calendar.
Resolute Academy ES Charter Petition
## 22. Sample Daily Schedules

### Regular Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Advisory/Character Ed</td>
<td>7:45am – 8:15am</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Morning Meeting</td>
<td>8:15am – 8:40am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Literacy Block 1</td>
<td>8:40am – 9:20am</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>9:20am – 9:35am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Literacy Block 2</td>
<td>9:35am – 10:15am</td>
<td>40 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Literacy Block 3</td>
<td>10:15am – 10:55am</td>
<td>40 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Literacy Block 4</td>
<td>10:55am – 11:35am</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>11:35am – 12:05pm</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Math I</td>
<td>12:05pm – 12:45pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>8</td>
<td>Math II</td>
<td>12:45pm – 1:25pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies/Science (Alternating)</td>
<td>1:25pm – 2:05pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>10</td>
<td>Choices/Tutoring/RTI</td>
<td>2:05pm – 2:45pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>11</td>
<td>Physical Education/Art (Alternating)</td>
<td>2:45pm – 3:15pm</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

### Professional Development Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Morning Meeting</td>
<td>7:45am – 8:10am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Literacy Block 1</td>
<td>8:10am – 8:50am</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>8:50am – 9:10am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Literacy Block 2</td>
<td>9:10am – 9:50am</td>
<td>40 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Literacy Block 3</td>
<td>9:50am – 10:30am</td>
<td>40 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Literacy Block 4</td>
<td>10:30am – 11:10am</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>11:10am – 11:40am</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Math I</td>
<td>11:40am – 12:20pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>8</td>
<td>Math II</td>
<td>12:20pm – 1:00pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies/Science (Alternating)</td>
<td>1:00pm – 1:40pm</td>
<td>40 minutes</td>
</tr>
<tr>
<td>10</td>
<td>Dismissal</td>
<td>1:40pm – 1:45pm</td>
<td></td>
</tr>
</tbody>
</table>

### Half Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Time</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Morning Meeting</td>
<td>7:45am – 8:10am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Literacy Block 1</td>
<td>8:10am – 8:35am</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>8:35am – 8:50am</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Literacy Block 2</td>
<td>8:50am – 9:15am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Literacy Block 3</td>
<td>9:15am – 9:40am</td>
<td>25 minutes</td>
</tr>
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<td>5</td>
<td>Literacy Block 4</td>
<td>9:40am – 10:05am</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10:05am – 10:15am</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Math I</td>
<td>10:15am – 10:40am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>8</td>
<td>Math II</td>
<td>10:40am – 11:05am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies/Science (Alternating)</td>
<td>11:05am – 11:30am</td>
<td>25 minutes</td>
</tr>
<tr>
<td>10</td>
<td>Lunch</td>
<td>11:30am – 11:55am</td>
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</tr>
<tr>
<td>11</td>
<td>Dismissal</td>
<td>11:55am – 12:00pm</td>
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</table>

For, English Language instruction includes three hours or 160 instructional minutes daily. The Core Teaching includes 40 minutes of alternating Social Studies and Science instruction. In addition, students attend a 25-minute Enrichment class taught by an enrichment teacher, which includes alternating classes of
physical education and art. One day a week, the schedule is shortened for teacher professional development. The shortened schedule, which releases students at 1:45 pm, is provided above.

23. Instructional Days and Minutes Calculator

<table>
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<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dissmissal Days</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Early Dissmissal Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Reg't.</th>
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<td>180</td>
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<td>68360</td>
<td>17960</td>
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<tr>
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<td>31</td>
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<td>64800</td>
<td>0</td>
<td>-64800</td>
</tr>
</tbody>
</table>

24. Early College and Middle College High Schools Attendance Requirements of Ed Code Section 4616.5, as Amended by SB 379

This is not applicable to Resolute Academy ES.

Professional Development

25. Teacher Recruitment

Resolute Academy ES will employ highly effective professionals qualified and committed to educating all students and holding them to the highest academic and behavioral standards. We are committed to hiring professionals who seek and implement constructive feedback. It is our priority to recruit, select, hire, train, support and develop the best teachers, administrators and support staff available. To that end, we have developed and will implement a nationwide search.

The Resolute Academy ES Board of Directors will set compensation for, hire, support, and evaluate the Executive Director. All other staffing decisions will be made by the Executive Director who will supervise and evaluate all staff members.

In an effort to minimize the risk of hiring staff who are not suited for the unique demands of Resolute Academy ES, the selection process is rigorous and comprehensive. The hiring process will consist of a multi-step application and interviewing process.

❤️ Candidates submit Cover Letter and Resume which are reviewed by the Executive Director
❤️ Selected candidates are invited to participate in an initial first screening phone interview during which they will be asked questions to gage for mission alignment and school fit.
❤️ Selected candidates are asked to respond to three essay questions.
Selected candidates are then invited to participate in a day long school visit and to prepare and deliver a mock instructional lesson.

All offers of employment are contingent upon verification of all credentials, completion of all federal and state background checks, and review of all professional references.

The recruitment and selection process includes, but is not limited to:

- Development of job qualifications and a thorough job description
- Posting of job openings
- Recruiting from agencies such as graduate schools of education
- Participation in career fairs
- Request of a resume, cover letter, and short essay responses
- Phone Interview
- Demo Lesson
- Teacher Panel
- Verification of credential and previous employment, State and Federal criminal background checks, and professional and personal reference checks of strong candidates
- Offers of employment

26. Professional Development

Meeting the Needs of all Teachers

Similar to Resolute Academy ES’s approach to student achievement, we recognize that teachers enter the profession with different areas of strength and areas for improvement. As such, we dedicate three weeks to professional development during the summer. During this time, teachers are supported by the Principals in creating a scope and sequence, planning and practicing routines and procedures and developing targeted assistance and intervention strategies. Furthermore, students are dismissed at 1:45 pm once per week to allow weekly professional development for teachers.

We believe that professional development serves three purposes:

- To provide all teachers with consistent, targeted feedback and support strategies.
- To create an atmosphere of collaboration.
- To establish and reinforce school-wide expectations for excellence, lesson planning formats, curriculum and assessments and instructional delivery.

Professional development is a key lever in driving teacher growth, retaining highly effective professionals and ensuring that the curriculum and instruction are delivered to maximize student achievement. Resolute Academy ES leadership recognizes that for instruction be implemented effectively, teachers must first ensure that students possess the foundational skills and knowledge necessary before leading them to question, generate hypotheses and test the material. Therefore, Resolute prioritizes staff development and growth.

Resolute Academy ES will ensure that professional development focuses on the following components:

- Developing learning goals based on California State Standards and Common Core Standards
- Developing rubrics and setting scales to measure student progress of learning goals
- Assisting teachers to move students up the Depth of Knowledge chart through leveled questioning

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38 The following professional development format has been modified and adapted from the Marzano Center for Teaching and Leader Evaluation. More details can be found here http://www.marzanocommoncore.com
• Moving through lessons in the “I do, we do, you do” format which will assist teachers through teacher directed learning to student directed learning

**Summer Professional Development**

Resolute Academy ES teachers receive, at a minimum, three weeks of professional development during the summer months. This training is mandatory for both new and returning teachers. During this time, Resolute leadership has prioritized the following:

• Building School Culture
• Backwards Planning
• Lesson Plan Scripting and Planning for Misconceptions
• Data-Driven Instruction
• Accommodations and Modifications
• Standards-Based Grading
• Literacy Across the Curriculum
• Technology Implementation: Google Classroom, Khan Academy
• Advisory Training

**Weekly Professional Development**

Resolute Academy ES has an early dismissal day once a week in order to provide teachers time for professional development and collaboration. Professional Development topics include but are not limited to those listed above and:

• Systems, Routines and Procedures
• Taxonomies such as: Strong Voice, Do It Again, 100%, Cold Call
• Relationship Building and Positive Behavioral Management Systems in the classroom
• Social-Emotional Competencies
• Special Education
• Data Deep Dives
• Assessment Data

**Other Professional Development Opportunities**

Resolute Academy ES conducts in-house professional development for teachers on a weekly basis; however, teachers are not limited to only attending site-based PD. Teachers are encouraged to seek out professional development opportunities that further their own growth and development. Examples include:

- Trainings provided by The Los Angeles Unified School District’s Charter Operated Programs such as: Functional Behavioral Assessments, The Woodcock Johnson, Supporting scholars in the General Education Classroom and Legal Compliance
- Uncommon Schools Training
- The Art of Coaching
- Eureka Math Training Sessions
- Khan Academy Workshops
- Fountas and Pinnell Trainings

**Feedback Cycle**

We recruit teachers who thrive on feedback and consistently seek out ways to improve their practice. As such, we have developed a feedback cycle that allows for observations and debriefs to be conducted once per week. Based on research conducted by the Association for Supervision and Curriculum Development
(ASCD) and published in Educational Leadership\textsuperscript{39}, and as outlined below Resolute Academy ES believes that effective feedback must contain the following elements.

\begin{itemize}
\item \textsuperscript{39} http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
\end{itemize}
<table>
<thead>
<tr>
<th>Feedback Cycle</th>
<th>Metrics by which it will be accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal-Referenced</strong></td>
<td>Prior to the start of the year and during each debrief, teachers set goals; progress to goals is monitored over the course of the year. All teachers at Resolute Academy ES receive informal observations and are debriefed regarding those observations on a weekly basis. All teachers receive one formal observation each trimester for a total of three formal observations for the entire year. The three formal observations, coupled with all informal observations, are assembled to inform end-of-year evaluations.</td>
</tr>
<tr>
<td><strong>Tangible and Transparent</strong></td>
<td>The goals that teachers set must be actionable, measurable, ambitious and feasible. To that end, however, they must also provide tangible benchmarks for teachers to gage their progress. Teachers will be videotaped and recorded. Teachers may watch playback of their videos, identify strengths, areas for growth and observe one another.</td>
</tr>
<tr>
<td><strong>Actionable</strong></td>
<td>Resolute Academy ES believes that feedback must be concrete, specific and useful. It must allow the teacher the opportunity to reflect upon his/her practice, identify areas of strength/growth and develop an action plan about how to implement new strategies. All actionable items should be related to the goals for the individual teacher.</td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Resolute Academy ES leadership prioritizes teacher feedback and as a result, makes time on a weekly basis to observe and debrief with teachers. We believe that feedback should be immediate and easily actionable. Therefore, teachers receive an email immediately following an observation that highlights two strengths and two areas for improvement. These areas will be reviewed in greater lengths during the weekly debrief, but quick touches are important and make teachers feel valued and supported.</td>
</tr>
<tr>
<td><strong>Ongoing and Consistent</strong></td>
<td>Feedback cannot occur in a vacuum; it must be ongoing and provide teachers with clear and consistent information regarding their practice. The teachers we hire at Resolute Academy ES will meaningfully engage with feedback and adapt their performance to reflect the high quality of work that is expected of them.</td>
</tr>
<tr>
<td><strong>Progress To Goal</strong></td>
<td>Feedback to teachers is provided on both long and short-term goals. This maintains a strong level of consistency and invests teachers in the work and cycle of observations and debriefs. By measuring a teacher’s progress to goal, the end of year evaluation does not feel punitive; rather, it is a tool which takes into consideration all observations throughout the year. Teachers are able to anticipate growth areas and should have a clear idea and understanding of their own progress.</td>
</tr>
</tbody>
</table>
The Principal will conduct the observations and debriefs separately. In addition, teachers who are considered veteran teachers (with three or more years of experience at the school) will be observed and debriefed once every other week to allow for more targeted instructional feedback for new teachers.

**Meeting the Needs of All Students**

**27. Meeting the Needs of English Learners**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

All students, regardless of home language, will be placed in the mainstream, general education classroom. Teachers will be responsible for differentiating instruction in the classroom in order to ensure that the needs of all students are being met. To this end, all classes are taught in English; however, the level of English used with students, both written and oral, will be modified as needed.

**Identifying ELs**
Services to English Learners begin with identification. Upon enrollment at Resolute Academy ES, the Office Manager and Operations Coordinator make every effort to obtain a student’s cumulative records in order to identify their English Learner status.

In the absence of a cumulative record, Resolute Academy ES’s Principal is trained to distribute a home language survey to all students to determine whether English is a student’s home language. California Education Code Section 52164.1(a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. The Home Language Survey consists of four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A parent/guardian retains the right to amend the Home Language Survey at any time. As long as the changes to the Home Language Survey are made prior to the ELPAC Summative Assessment and there is no reasonable doubt as to the student’s English language proficiency, Resolute Academy ES will honor the change and initiate the Language Classification Correction process. The Language Classification Process is overseen by the Principal who is also the English Language Coordinator.

In keeping with California law, students whose home language is not English will be given the ELPAC within 30 calendar days of their initial enrollment in Resolute Academy ES. The school will also administer the ELPAC, in the appropriate July-October testing window, annually to students who are identified ELs until they are reclassified.

**How the School will use the Results of the ELPAC to Support and Accelerate Student Progress**

Resolute Academy ES bases its English Learner program on the California ELD Standards. Resolute Academy ES teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our EL Coordinator partners with the classroom teachers to include ELD goals on students’ learning plans.

The Principal who is also the EL Coordinator uses the student’s cumulative folder to track progress toward mastery. The student’s cumulative folder contains the latest results from the ELPAC as well as other nationally-normed assessments.

**a. How the School Will Provide EL’s at all English Language Proficiency Levels Access to the Curriculum**

Resolute Academy ES’s core instructional program is designed to meet the needs of English Learners; all students will benefit from our intense focus on literacy. All EL students will learn with all other students in the classroom during instructional time. This is in keeping with the most recent California English Language Development Standards:

- **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
- **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
- **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
**ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

**ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

In the overview of the ELD standards, the state writes, “The sponsors of the Common Core State Standards Initiative specify that these new standards are intended to apply to all students, including English learners (ELs); The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.”

Additionally, Resolute Academy ES teachers will use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for English learners. These are fully aligned with Common Core; therefore, Resolute Academy ES’s Common Core-aligned curriculum will address English learners’ needs on an everyday basis. These ELD standards will provide teachers with additional methods for differentiation, student activities, and appropriate texts for students who are termed Emerging, Expanding, or Bridging English Learners.

Established by the federal Department of Education, Doing What Works lists five effective and proven strategies for supporting English Learners. We will incorporate the following strategies into each classroom to ensure all students receive equal access to the material being presented.

1. **Screen and Monitor Progress.** Through regular assessments, data analysis, and data-driven instruction, teachers will be able to actively engage with and identify areas of need and quickly provide opportunities for remediation for students. This corresponds directly to the principles of an effective EL program, which requires well-developed assessments. The Principal will oversee the process and ensures that best practices are being used across the teaching staff.

2. **Provide Opportunities for Reading Interventions.** Daily small-group tutoring during the Results period is designed to help students struggling in academic content areas. ELs are often at risk for struggling in reading and the Results period offers targeted assistance to ensure mastery and proficiency in English Language Arts. Furthermore, students will be engaged in ability-group Independent Reading Groups to help with fluency, phonemic awareness and English language acquisition.

3. **Be Explicit. Teach Vocabulary.** Studies have shown that students need to learn 3,000-4,000 new vocabulary words each year (roughly 70 new words per week) in order to understand grade level appropriate materials. Resolute Academy ES is committed to providing vocabulary instruction through the use of word lists, word walls and targeted vocabulary review in each class.

4. **Develop Academic English.** Cognitive academic language proficiency (CALP) is necessary if ELs are to achieve academic success. Students must not only possess basic interpersonal communication skills (BICS) of social language; they must also develop content area vocabulary and language

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41 For example, the Grade Four standards and descriptors can be found here: [http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg4bw.pdf](http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg4bw.pdf). Similar standards and descriptors are available for each grade level.


specific to academic skills and tasks necessary for higher-order tasks such as comparing, synthesizing, analyzing and inferring. In order for ELs to reach these higher order skills, teachers must explicitly teach and scaffold vocabulary and tasks such as synthesis and analysis. CALP experts have predicted that it may take ELs five years or more to become proficient in CALP. Resolute Academy ES will employ an extended school day and year to accelerate the language acquisition process and student exposure to academic English.

5. **Schedule Time for Peer Learning.** We will implement strategies such as “turn and talks” that give students a brief but meaningful time to discuss topics prompted by the teacher. This will allow for an increase in authentic language practice and can accelerate the acquisition of BICS and mastery of language.

For those students learning English, teachers will employ strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during Tutoring Plus
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- In-school tutoring designed to meet the academic and developmental needs of students at each grade level
- Phonics, decoding, and fluency groups during Tutoring Plus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Plus
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

**b. Process for Annual Evaluation of the School’s EL Program**

To evaluate the efficacy of the EL Program at Resolute Academy ES, the Principal and staff will look not only at performance and growth on midterm and trimester exams, but also at state-mandated testing and performance on nationally normed assessments such as NWEA MAP. In addition, we will analyze ELPAC

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data to determine how students are progressing in regards to language acquisition. We disaggregate assessment results by EL and non-EL students and use this data to improve instructional strategies and Professional Development sessions.

Resolute Academy ES will continuously monitor the progress of all of our students through weekly quizzes, midterm and trimester exams, projects, tests, written work, and performance on state mandated testing and nationally normed assessments. Teachers are responsible for notifying parents anytime a student’s grades dip below a 75% to ensure ample time is allowed for remediation and support.

c. Process and Specific Criteria for EL Reclassification

Reclassifying ELs

The Principal also serves as the EL Coordinator and is responsible for assessing the English Language proficiency of all currently enrolled English Learners in accordance with California Education Code Guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s Individualized Education Plan or Section 504 Plan.

An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. Resolute notifies parents annually and as necessary of our responsibility to conduct ELPAC testing within 30 calendar days following receipt of results from the testing contractor.

In alignment with The Los Angeles Unified School District, Resolute Academy ES uses the following criteria to reclassify English Learners:

- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English Language development
- Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
- Parent/Guardian opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

d. Process For Monitoring Progress of English Learners and Reclassified (RFEP Students)

Resolute Academy ES’s principal monitors the progress of students reclassified as RFEP to ensure that they maintain English proficiency, retests any student who appear not to maintain proficiency and reclassify these students as ELs once again if indicated by the school’s criteria.

Progress monitoring for ELs is the responsibility of the Principal. During weekly data cycles, the Principal will specifically inquire about the progress toward academic mastery of all students with a particular focus on significant subgroups at Resolute. The EL Coordinator meets annually with students meeting the criteria of LTEL and their parents. They work in collaboration to analyze current ELPAC and benchmark or state assessment scores, grades, and academic performance in order to set goals for growth and achievement. They discuss and agree upon supports needed in class and outside of class and student commitments to achieve the goals. Progress monitoring is done on an ongoing basis and the goals and commitments are shared with teachers. Professional development and coaching is provided to teachers needing more assistance in supporting the students in meeting their goals.

e. Process For Monitoring Progress and Supports for Long Term English Learners (LTELs)
Resolute Academy ES’s Principal and teachers work together to identify the underlying reasons a student may be classified as an LTEL. Resolute Academy ES aims to reclassify students who enter in the fifth grade as an English Learner; however, Resolute Academy ES leadership recognizes that some of those students will already be classified as LTELs. Resolute further acknowledges that LTELs may be able to speak English socially but struggle to produce and comprehend academic work in English. Students that are classified as LTELs will benefit from the following supports:

- Prioritized teacher support during Independent Reading Blocks “Book Club” which is offered twice weekly
- Targeted vocabulary instruction
- Graphic Organizers
- Pre-Reading
- Dual texts in both English and Spanish
- Intervention in English Language development via online curriculum twice weekly
- Work with teachers to modify instructional approaches as needed
- Receive feedback, training and support from school administration

Progress monitoring for LTEL’s is the responsibility of the Principal. During weekly data cycles, the Principal will specifically inquire about the progress toward academic mastery of all students with a particular focus on significant subgroups at Resolute. The EL Coordinator meets annually with students meeting the criteria of LTEL and their parents. They work in collaboration to analyze current ELPAC and benchmark or state assessment scores, grades, and academic performance in order to set goals for growth and achievement. They discuss and agree upon supports needed in class and outside of class and student commitments to achieve the goals. Progress monitoring is done on an ongoing basis and the goals and commitments are shared with teachers. Professional development and coaching is provided to teachers needing more assistance in supporting the students in meeting their goals.

**Gifted and Talented Students Achieving Above Grade Level**

**28. Gifted and Talented Students and Students Achieving Above Grade Level**

Resolute Academy ES believes that most students will be appropriately challenged by the school’s rigorous academic program, the school and staff are committed to working with students who are performing above grade level to provide additional challenge. In the first month of school, students are assessed using the NWEA MAP Exam. Based on the data from the MAP exam, students will be identified as performing above grade level.

Students earning advanced scores on nationally normed or state mandated assessments, or as otherwise identified by the staff as high-achieving, will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace
- Leveled guided reading groups that allow each child to read exciting and challenging literature
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
Frequent use of assessments and specific feedback from teachers
Frequent communication with and engagement of parents in supporting our college preparatory mission
Opportunities to build leadership skills through peer tutoring

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created. Teachers may collaborate with colleagues on higher grade levels to develop advanced content, and will draw strategies, techniques, and resources from high-performing high school programs to supplement their classroom instruction. School leaders will review proposed enrichment activities and lessons, and will provide additional training and support for meeting advanced students’ needs. School leaders will hold teachers accountable by reviewing student achievement data and through classroom observations.

Students will be monitored through the use of benchmark assessments, formative assessments and summative assessments. During weekly data meetings, the Principal and the teachers will discuss student progress to ensure that students are being academically challenged. Teachers will continue to review student progress and will present this information to parent at conferences every six weeks.

**Students Achieving Below Grade Level**

**29. Students Achieving Below Grade Level**

We are committed to implementing an instructional program that will push our students to achieve at or above grade level during each year of our academic program.

Students who are performing below grade level are identified using the following criteria:

- Reading, writing or computing at more than one level below his/her actual grade level. This will be measured using assessments such as Accelerated Reader, NWEA MAP, F&P, common writing rubrics and advanced mathematical assessments.
- Consistently earning 2s or below on content learning standards in one or more classes.

Once students have been identified their academic advisor, the Principal and content area teachers will meet to discuss individual student benchmarks and growth targets. The Principal and teachers will monitor student progress toward academic content mastery during weekly data sessions, standards mastery trackers, khan academy performance, CAASPP Interim Assessments and NWEA MAP assessments.

Students performing below grade level may attend Saturday Academies throughout the year and have the opportunity to attend Resolute Academy ES’s after school tutoring program which occurs four times per week. These are not mandatory but are highly encouraged. Teachers will select students based on data from formative assessments, midterm exams, and trimester exams.

**Socio-Economically Disadvantaged/Low Income Students**

**30. Socio-Economically Disadvantaged/Low Income Students**

We anticipate, based on data from neighboring schools, that approximately 95% of students who attend Resolute Academy ES will qualify for free or reduced lunch.
Resolute Academy ES’s school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Phonics, decoding, and fluency groups
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Plus
- Frequent communication with and engagement of parents in supporting expectations

In addition, any students requiring a quiet place to study and do homework will be invited to remain after-school for homework assistance.

**Students with Disabilities**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).
SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

● **End of Year Suspension**

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

● **Statewide Assessment Data**

The standard file including District ID.

● **Norm day**

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

● **CBEDS**
● All Students enrolled as of December 1 of each school year

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

● Dropout

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

● Monthly SESAC and Suspension data

● Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

“A Typical Day”

31. A Typical Day at Resolute Academy ES

As teachers, staff and school leaders use this time to huddle. In Developing the Leaders Around You, John C. Maxwell describes the importance of the huddle. He states that “interactive communication between the team leader and his people . . . empowers them to succeed.” Resolute Academy ES leadership and staff take time to huddle each day to focus on the tasks at hand, listen to one another and exchange information, and become energized for the day.

This week, the staff is working on one of Doug Lemov’s strategies for teaching excellence, 100%. Teachers are aiming for 100% participation during the class period. Students are encouraged to raise their hands to answer questions, take risks, and to add to the discussion. As a school, teachers are encouraging students to raise their hands when a question is asked to take a risk, provide an answer or ask a question. Ms. Jimenez provides a shout out during the huddle to Ms. DiVerde for encouraging Ja’Myah to raise her hand during Thursday’s class.

A visitor arriving at Resolute Academy ES would see that the school is already alive with the hustle and bustle of teachers, students and staff - many of whom have been there since 7:00am. Students are beginning to line up outside the school gates for breakfast, teachers have finished Morning Huddle with the Principal and are preparing their classrooms for entrance which includes ensuring breakfast is available for every scholar and CNN Kids is playing the bathroom. There is never a wasted moment. Mr. Morales, Resolute’s Character Coordinator, is already at his post in the parking lot ensuring that students are safe and calm prior to entrance. He is overheard speaking softly with a group of students about their classes from the day before. He also uses this time to check in with scholars who needed extra reflection time yesterday due to

46 All names in the document are fictionalized and do not represent real individuals.
their behavior. He makes sure to let them know that every day is a new day and that they have the potential for success.

At exactly 7:25 AM, the Principal stands in front of the students. His arrival is the students’ cue to stop conversation and fix their lines. The students are lined up according to grade level. Once lines are fixed, Mr. Gallegos transitions to the gate, where he greets each student with a college hand shake, a warm good morning and checks to ensure that each student is in the appropriate uniform.

After the students enter, they move urgently and quickly on the taped line to Ms. Guckenbarg, Resolute’s Resource Specialist, who greets each scholar with a warm smile and a reminder to take their breakfast. If scholars need to use the restroom, they may place their breakfast in pre-labeled bins and retrieve them upon exiting. After using the restroom, students pass four more teachers on the way up to class. Once up the stairs to class, their Advisory teacher is waiting for them with a smile and a “good morning”. When scholars enter the classroom, they begin taking out their brain breakfasts, eating and turning in homework. The routines and systems move flawlessly to allow scholars a calm start to the day.

Ms. Hargrove greets each of her advisory students by name and with a gentle, warm, encouraging smile. It has been a particularly exciting week for scholars and she wants to keep the momentum going. Jeremy, one of the shyest students, is in charge of monitoring the homework agendas. Since receiving his class job, Jeremy has started to come out of his shell and is more engaged throughout the day. The routine is consistent, silent and purposeful. Ms. Hargrove has CNN Kids playing in the background. CNN Kids is a focal point of the breakfast routine and encourages students to be responsible citizens and culturally aware. If students have questions, Ms. Hargrove pauses the video, answers it and encourages a mini-discussion. As soon as CNN Kids stops play, the students know it is time to transition to Advisory. The transition happens like clockwork. Ms. Hernandez puts up a “2” signaling it is time for the students to “Stand Up”, followed by a “1” signaling “Line Up”. In the case of morning Advisory, students know that a 1 is the signal to circle up.

With a quick call and response, Ms. Hargrove signals students that it’s time to get ready for Character Development/Advisory. Each Advisory begins with a Morning Greeting. Today, scholars are choosing between a fist bump, a high five, or a handshake. They’ll use one of these greetings to say hello to a new scholar in class. Immediately after, scholars dive into today’s lesson from Second Step. Lesson 11 is all about Caring and Helping. At the end of our Lesson on Caring and Helping, students will be able to:

- Identify that listening is one way to show that you care
- Identify that helping a friend/teacher or classmate is another way to show you care
- Demonstrate caring and helping behaviors in response to unique scenarios

Ja’Myah has 160 minutes of ELA to look forward to today. She loves ELA and Ms. Hargrove is her favorite teacher. Today’s ELA lesson comes directly from Wit and Wisdom, Resolute’s English Language Arts Curriculum. Ja’Myah knows Wit and Wisdom because her brother uses the same curriculum in 8th grade. It makes Ja’Myah feel proud because she knows their workbooks have the same cover! Today’s Content Framing Question “What does a deeper exploration of words and illustrations reveal about my Five Senses?” is related directly to the Focus Question “How do people use their senses to learn about the world?”

Next up is Ja’Myah’s second literacy block. Ms. Hargrove is using this time to intentionally and explicitly teach vocabulary from Module 1 in Wit and Wisdom. Two words are on the board and scholars are using their decoding skills to sound them out. The words are “Aware and Coin”. Each of the vocabulary words is on a big piece of paper and includes a picture of the word and the word in Spanish. These translations help Ja’Myah’s classmates who are learning English.
After literacy group, Ja’Myah heads back to her seat for snack break. Ms. DiVerde, Ja’Myah’s math teacher, snuck in during the last ten minutes of class to set up snack for scholars and create a bathroom list. It’s important that scholars use their time wisely and Ja’Myah knows exactly what to do during break time.

Once snack is over, it’s time for the last two literacy blocks. Ms. Hargrove explains that scholars will be writing about a picture using their five senses. They’ll be creating a story to go along with the picture that they’ve chosen. The only catch is they have to use all five of their senses in the story. Ja’Myah is excited because she loves showing off her writing skills.

Immediately following her last literacy block, Ja’Myah heads to lunch and physical education. Lunch is 30 minutes and Ja’Myah has a great time sharing about her day with her classmates. Ms. Hargrove and Ms. DiVerde help supervise lunch to make sure that scholars are eating appropriately, being kind to one another and on engaging in appropriate conversations. Once a student has earned 10 merits, Ms. DiVerde and Ms. Hargrove will set aside time to eat lunch with those scholars. Students look forward to those days.

Mr. T, Resolute’s PE teacher has all of the activities set up for the day and is waiting for scholars to arrive. Ja’Myah likes PE but finds it difficult to do all of the stretches. At the beginning of the year, she couldn’t touch her toes, but now she can. She loves when Mr. T decides to do yoga. It’s her favorite PE subject.

In Math, scholars are working on counting by twos and fives. Ms. DiVerde allows one scholar a day to write the date on the classroom calendar. Today, it’s Ja’Myah’s friend Abigail’s turn. Abigail is beaming as she counts out the date by twos and by fives. Abigail also gets to lead the class in solving the “Algorithm of the Day”. Scholars are engaged in math block and Ms. DiVerde is encouraging them by providing them opportunities for merits and positive praise.

In social studies, scholars are working on recognizing national and state symbols and icons. Today, Ms. Hargrove has a gallery walk set up for scholars. Scholars know that a gallery walk is an opportunity for them to show discipline and maturity. They rise from their seats, grab the clipboard and pencil from their desk and walk around the room. On the walls are pictures of the Statue of Liberty, the Bald Eagle and Mount Rushmore. Students write their best educated guess down on paper and return to their seats. Now that they’re back at their seats, it’s a race to see which table group made the best educated guesses. Ms. Hargrove will assign points to that table group. Ja’Myah’s table group is working quickly and urgently. She knows they only have two minutes to work as a team.

The day ends with choice time. Ja’Myah is all caught up on homework and classwork, so she gets to choose the center she’d like to attend. Ja’Myah knows that her handwriting needs improvement and she wants to write a nice card for her mom’s birthday. She chooses a handwriting station and begins to trace letters onto whiteboards and graph paper.

Students who are not attending the after-school tutoring program, or enrichment may go home. The Principal and teacher assigned to monitor dismissal are waiting at the gate; students stand in a line against the gate and wait until they see their parent or guardian.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

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

1. **Measurable Goals of the Educational Program**

See Element 1, Section 8, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

2. **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

See Element 1, Section 8, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

3. **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments**

<table>
<thead>
<tr>
<th>Type of Exam</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountas and Pinnell</td>
<td>Fountas and Pinnell is a system of reading levels that Resolute teachers use to guide reading instruction and that students use to select Independent Reading texts.</td>
<td>Formally administered to all scholars every six weeks; however, stakeholders including students, teachers and parents can request additional assessments as necessary.</td>
</tr>
</tbody>
</table>
The NWEA MAP Assessment as described in great detail in Element 1 is a nationally-normed, computer adaptive exam that tracks student growth on an independent level as well as achievement. For the purpose of NWEA, achievement is defined as progress toward grade level standards.

Formally administered to students three times per year.

Resolute Academy ES teachers use the Smarter Balanced Interim Assessments available on the CAASPP website to guide instruction and prepare students for the types of questions they will see on the end of year exam.

Administered once per trimester.

Teacher created exams are based on content area standards. Formative assessments are administered through the use of exit tickets, classroom quizzes, inquiry-based scientific experiments, essays and other forms of classroom assessment.

Daily
Weekly
Midterms
Final Exams

Defined as any exams required by the state of California including but not limited to the ELPAC, SBAC, and Physical Fitness Exam.

Annually

Data collection and analysis is an integral part of the educational philosophy of Resolute Academy ES. We believe that through the frequent cycle of collection and analysis of data that student achievement and student learning can be improved. We use both internal and external standards-based assessments to measure student performance formatively and summatively, and we strategically use that data to inform the content and approach of our instruction in the classrooms.

Results from both internal and external assessments are closely analyzed on Data Days following the distribution of assessment results from interim and benchmark assessments and individual, measurable action plans are developed for students. Teachers meet in grade level groups to discuss students who are at risk, those who have made significant gains, and those who have mastered the material. By grouping students, teachers are able to identify students who may be struggling in more than one academic content area and provide immediate remediation.

Teachers also use data to inform the pacing and execution of their daily lesson plans. Through data analysis teachers can identify areas of strength, mastery and growth, allowing them to better target instruction.

To ensure that Resolute Academy ES continuously uses, analyzes and reports data, we are committed to full transparency to all stakeholders, including but not limited to: Board of Directors; teachers and staff; students and families; LAUSD and the State of California. Resolute Academy ES will communicate with stakeholders in a variety of ways as outlined below.
Board of Directors

The Executive Director is responsible for developing the academic achievement dashboard which is presented to the board on a quarterly basis. The dashboard will include the following sub-points:

- Student Recruitment Status
- Enrollment and Attendance
- Attrition Rate: Staff
- Attrition Rate: Students
- State Assessment Data
- National Assessment Data
- Interim Assessment Data
- Grading Periods/Report Cards
- Culture Indicators: Staff
- Culture Indicators: Students

Teachers and Staff

Within one week of administration of internal assessments and benchmarks, teachers are apprised of all student performance data results.

Students and Families

Each week, students and families are apprised of student performance to-date through DREAM Reports which detail academic and behavioral performance for the previous week. At the end of each trimester, parents receive Report Cards notifying them of quantitative and qualitative academic performance in all subjects. Qualitative performance includes behavior as defined by our Positive Behavioral Intervention System. Teachers are able to add comments to the weekly report detailing strong behavioral choices as well as areas for growth such as organization, punctuality and maturity. Quantitative Data is based on student performance in each subject and for the purpose of the paycheck is defined simply as the student grade in any given subject area. At the end of each trimester, families are invited to attend teacher conferences to review Report Cards and discuss trends of growth and challenge. Translation services are provided during the conference to parents of students who are non-English speakers. Parents are also invited to participate in monthly parent meetings and may volunteer to be a part of the Resolute Academy ES Families for Success - a group of parent volunteers who engage with the school community in a variety of ways.

State testing results are also sent to families and Resolute hosts an annual parent meeting each summer to share the school’s progress toward school-wide goals and also explain individual score reports to students and their families. Furthermore, Resolute Academy ES prepares the School Accountability Report Card (SARC) annually to provide the public with important information about our school’s progress toward achieving its goals. This information is also communicated during the final School Site Council of the year where the SSC evaluates and examines school-wide progress toward LCAP goals.

5. **Grading, Progress Reporting and Promotion**

Students at Resolute Academy ES will earn grades based upon their mastery of the California Content Standards. Resolute Academy ES implements standards-based grading which evaluates students on a 4-Point Scale. While traditional standards-based grading philosophies allow for re-examination, Resolute Academy ES averages student grades on all standards-based exams. Standards that are assessed more heavily on the state test are assessed more frequently throughout the year. By averaging scores instead of replacing them, Resolute is better able to track student progress toward mastery.

The Resolute Grading Scale is as follows:

- 1 = Below Grade Level Understanding (NP)
- 2 = Basic Level of Understanding (C)
- 3 = Grade Level Understanding/Proficiency (B)
- 4 = Above Grade Level Understanding/Advanced (A)
Students receive grades based on all formative and summative exams in the classroom. Homework and classroom participation are not included in the final assessment. The continual use of standards-based instruction and grading in the classroom promotes mastery and enables students to better track their own learning.

Teachers, students and families receive ample training on the school’s grading policy and it is outlined in the school’s Student and Family Handbook. To ensure objectivity, teachers are trained to calibrate and assign grades in a fair and consistent manner.

**Promotion**

Resolute Academy ES believes in the implementation of proactive interventions; however, we recognize that despite various interventions and extra supports, some scholars may still end the year significantly below grade level as measured by nationally normed assessments and internal teacher created assessments. Should this occur, Resolute Academy ES leadership, the student and their family will meet to discuss retention. Resolute Academy ES believes that for retention to be a successful experience for the scholar, all stakeholders must be on the same page about the rationale and commit to interventions throughout the retention year. While Resolute maintains consistent communication with parents about retention and aims, wherever possible to be on the same page, the final decision of retention rests with Resolute Academy ES leadership.

Promotion at Resolute Academy ES is defined as a C or better in three (3) out of four (4) core classes annually.

A student’s final annual grade will be calculated as the average of their three trimester grades. In keeping with California Education Code 48070.5, which mandates that “pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable,“ parents are consistently notified of their student’s performance. Teachers are responsible for updating the student data system daily with regard to behavior and academic performance. Each week, the Office Manager will print out DREAM reports to send home with students. In addition, a student’s advisory teacher will call home every two weeks to inform parents of their student’s progress, discuss goals and maintain the lines of communication. At Resolute Academy ES, we believe that parents are our partners. Parents receive weekly DREAM reports detailing their student’s behavior and academic progress. Advisory teachers are responsible for communicating with parents every two weeks and teachers are highly encouraged to call parents anytime the student’s grade dips below a 75%. Parents are also notified of positive behavioral and academic gains. This is done through weekly DREAM reports that are sent home weekly and that provide parents, students and families with an accurate report of the student’s academic and behavioral performance. This helps to maintain and sustain positive communication between parents and staff.

**Retention**

A student’s final annual grade will be calculated as the average of their three trimester grades. In keeping with California Education Code 48070.5, which mandates that “pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable,” parents are consistently notified of their student’s academic performance. Communication with parents regarding academic performance is done via the following methods:

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47 http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.6

48 http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.6
Weekly Paychecks
Conferences every 6 weeks for students at risk of retention
Trimester Conferences
Teacher and Parent Phone Calls
Monthly No Pass Letters Home that reiterate the retention policy and outline the ways in which Resolute plans to support their scholar

Resolute Academy ES leadership and staff are further committed to providing ample opportunities for remediation and ongoing support to all students who are enrolled in the school. All students participate in twice weekly Reading Intervention blocks and Mathematics Intervention blocks. In addition, students who are at-risk of retention may stay for after school tutoring and while highly encouraged, is not mandatory.

The final retention notification will be sent home, via letter, with the Trimester 3 report card. This letter will detail the student’s final annual grade in the course(s) in question, and the school’s decision to recommend retention.

Appeals

In keeping with California Education Code 48070.5, parents may submit a written appeal of a retention decision; this appeal must be made within ten business days of the retention decision. The Education Code stipulates that “the burden shall be on the appealing party to show why the decision of the teacher should be overruled.49

These policies are communicated to students and families in the Student and Family Handbook provided to families upon enrollment and reviewed during Orientation and Enrollment sessions.

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49 http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.6
Element 4 – Governance

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

General Provisions

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

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

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

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

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.\(^5\)

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the

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\(^5\) The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

**Responding to Inquiries**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**Notification of the District**

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

**STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Governance Structure**

Resolute Academy, Inc. is a direct-funded, independent charter school, a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS operated by Resolute Academy, Inc. The Charter School is governed by Resolute Academy, Inc.’s Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Charter School operates autonomously from the District, with the exception of supervisory oversight as required by statute and any contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Resolute is governed by the Resolute Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the term of this charter.
1. Organizational Chart
Board of Directors: Major Responsibilities

The Board’s responsibilities include, but are not limited to the following:

- Promote, guard and guide the vision and mission of Resolute Academy ES
- Ensure the school meets its mission and goals
- Hire, supervise and evaluate the Executive Director
- Approve all contractual agreements over $5,000.00
- Adhere to the school’s Fiscal Policies
- Approve and monitor Resolute’s annual budget
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Resolute Academy ES in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Resolute Academy ES.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review the progress of both students and staff.
- Approve the school calendar and schedule of Board Meetings.
- Approve Charter Amendments
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.
- Hold meetings in accordance with the Ralph M. Brown Act.

Governing Board Composition and Member Selection

2. Governing Board Composition

The Board of Directors will include four positions as elected by a majority of the board to meet specific organizational needs:

The Chair of the Board of Directors leads the Board of Resolute Academy ES. Responsibilities include:

- Presiding over all meetings of the Board of Directors and other meetings as required.
- Coordinating with the Executive Director, other board officers, and committee chairs to develop the agendas for board meetings.
- Disseminating important information to the other members of the Board.
- Reviewing organizational efficacy and setting organizational priorities for future development.
- Appointing committee chairs.
- Monitoring the effectiveness of the Board’s governing processes and addressing deficits of Board operations.

The Vice-Chair serves in the capacity of the Chair of the Board in the event the Chair is absent.

The Treasurer is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee.
- Ensuring that Resolute Academy ES complies with District, state, federal, and other statutory reporting requirements.
• Working with the Board Chair and the Executive Director to ensure financial records are current and accurate.
• Participating in the preparation of the annual budget.
• Working with the school’s administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties.
• Reviewing monthly financial statements prepared by the school’s administration.
• Ensuring that required financial reports are prepared accurately and in a timely manner.
• Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization.

The Secretary is the chief record keeper for the Board. Responsibilities include:

• Certifying and keeping both a hard copy and an electronic copy of the bylaws as amended or otherwise altered to date.
• Recording official minutes of all meetings. Minutes shall record the location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
• Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school’s main office.
• Maintaining Board records, including agenda and minutes, per the provisions of the Brown Act.
• Ensuring that all notices are duly given as described in the bylaws or as required by law.
• Performing other duties incident to the office of Secretary.

The Board of Directors will conduct self-evaluations on an annual basis.

Board members serve as volunteers and shall not receive compensation as members or in any other capacity, for any service, product, or work related to Resolute Academy ES. The Board will set compensation for hire, supervise, and evaluate the Executive Director, and will delegate all day-to-day management decisions to the Executive Director. The Executive Director will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Brown Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Executive Director and will provide an annual written evaluation to the Executive Director, and will maintain this evaluation as part of the personnel file for the Executive Director.

3. Member Selection

A committed and high capacity Board of Directors is essential to the success of Resolute Academy ES. New members will be identified by the Governance Committee through a careful screening process. Annually and as needed, the Governance Committee will work with the Executive Director and Board Chair to determine the Board’s need for new members and solicit nominations from existing directors aligned with these needs. The committee will coordinate a series of meetings with each suitable candidate, and recommend the best qualified individuals for full-board approval. The board will consider a new applicant, and within a public meeting and in full compliance with the Brown Act take a vote regarding board membership. As outlined in the Bylaws, a majority is required to admit a new member. The Governance Committee will also coordinate an annual self-evaluation with each Director.

Directors shall serve for a term of three (3) years, renewable by mutual consent of the Executive Director and the Board.
Board of Directors

The Resolute Academy ES Board of Directors currently consists of 6 individuals.

Governance Procedures and Operations

4. Meeting Requirements

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum.

The Board meets quarterly, at a minimum. Board Committees meet regularly and report to the entire Board at each Board meeting. All Board Meetings are conducted in accordance with the Ralph M. Brown Act. The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held annually at a time, date, and place as may be specified and noticed by resolution of the Board of the Directors.

All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held at the charter school site with telephonic participation available within the requirements of the Brown Act.

A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the school’s jurisdiction;
b) All votes taken during a teleconference meeting shall be by roll call;
c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;
d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda;
e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school’s website and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at
least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public. Robert’s Rules of Order shall govern the conduct of all meetings.

Resolute Academy ES has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

5. Governing Board’s Decision-Making Procedures

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which Resolute was 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 Resolute any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. 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 of Directors 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.

Although the Resolute Academy ES, Inc. Board of Directors delegates management of the school to the Executive Director, the Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are: an unwavering commitment to seeing our students superbly prepared for high school, college, and leadership. All board members bring a set of personal and professional skills, which include but are not limited to:

- Believe in charter schools and in the mission and vision of Resolute Academy ES.
- Believe that all children, regardless of their demographics, can and will achieve at the highest levels of academic success given the right supports.
- Availability and desire to participate meaningfully in governance responsibilities.
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, community organizing, community engagement, strategic planning, or other area of critical need as determined by the Board.
- Willingness to leverage personal and professional relationships on behalf of the school.
- A deep commitment to improving the quality of education for children.
- Demonstrate a high regard for ethics in both a personal and professional capacity

Stakeholder Involvement

6. Stakeholder Involvement in Decision Making
Resolute Academy ES Leadership is committed to ensuring that all stakeholders, including families, feel included in the decision-making process. Research continues to show that parental involvement and engagement is critical to student success and Resolute invests time in parent programming to ensure that students and families feel heard and valued.

Resolute Academy ES views parents as partners and leadership seeks their input regularly through informal and formal parent groups. Formally, Resolute Academy ES’s School Site Council meets once monthly and adheres to Robert’s Rules of Order.

Resolute Academy ES’s School Site Council is composed of at least 10 members, selected by their colleagues, as follows:
- 3 Classroom Teachers
- 1 Other School Staff Member
- 5 Parents or Community Members
- The Executive Director shall be an ex officio member of the School Site Council

This number may be increased as long as a 50% parent or community members ratio is held and teachers make up the majority of the other 50% of the SSC.

Resolute Academy ES’s School Site Council focuses on three key areas of the school:
- Programmatic
  - Programmatic elements of Resolute’s School Site Council include but are not limited to: inviting keynote speakers to come to Resolute, organizing community service days, beach cleanups, and/or organizing Parent Workshops based on input from community members.
- Compliance
  - Annually, the Resolute Academy ES School Site Council meets to review the LCAP, updates to the LCAP and goal setting. This is done through strategic surveys and open meetings. Parents are encouraged to attend, ask questions and participate in reviewing the school’s annual progress, establishing goals for the following year and allocating resources for the coming years.
- Data Tracking
  - Resolute Academy ES’s teachers are provided time at each School Site Council to review Academic Data. Data trends are prepared by the teachers and are most often presented following the NWEA MAP and Smarter Balanced Interim Assessments. Teachers prioritize the discussion of pertinent subgroup data and present to parents a plan for achievement.
Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

1. Employee Positions and Qualifications

Resolute Academy ES Charter School (“Resolute Academy ES”) will comply with the California Charter Schools Act with respect to teacher certification. Resolute Academy ES will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually. Furthermore, Resolute Academy ES will comply with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees. Resolute Academy ES will process all background checks through LiveScan, administered by the United States Department of Justice. Pursuant to Section 44237(d) “[a]n employer shall not employ a person until the [California] Department of Justice completes its check of the state criminal history file.”

All employees must provide:

- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding a prior criminal record
- Documents establishing legal employment status
- Contact information for at least two professional references and one personal reference

All employees of Resolute Academy ES will be at-will employees. All employees of Resolute Academy ES will be hired on an “at will” basis. All hiring, termination, and other decisions regarding an employee’s employment shall be made in compliance with applicable laws, including, for example, the federal Fair Labor and Standards Act, the applicable provisions of the California Labor Code, the federal and state laws.
prohibiting discrimination and harassment in employment, and the California Educational Employment Rights Act (EERA).

The terms and conditions for employment at Resolute Academy ES will be reviewed in detail during the interview process and reiterated formally and in writing in an offer of employment letter that will indicate the at-will nature of employment, the position for which the candidate is being hired, and the annualized salary.

As demonstrated in Resolute’s Organizational Chart (Element 4), Resolute has chosen to divide roles and responsibilities among its staff members to better streamline operations and maximize student achievement. These roles fall into two primary categories: education and operation.

Executive Director

Position Summary

The Executive Director’s responsibilities include management of all areas of the school from academic achievement to personnel management and financial oversight.

Reporting

The Executive Director will report directly to the Resolute Academy ES Board of Directors and will provide ongoing reports to the Los Angeles Unified School District.

Required Qualifications

✔ Master’s Degree, and a minimum of 3 years teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
✔ Proven track record leading organizations
✔ Excellent management skills, including external and internal stakeholders
✔ Experience in strategic development and operations

Desirable Qualifications

✔ California Teaching Credential preferred
✔ Administrative Credential preferred
✔ Demonstrated classroom success on both internal and national assessments
✔ Knowledge of applicable education laws and regulatory compliance
✔ Knowledge of school finance, budgetary planning, and accounting principles
✔ Training or relevant experience in school management
✔ Experience having led teachers preferred
✔ Experience having developed and led professional development preferred
✔ Detail-oriented, organized professional with ability to manage multiple priorities
✔ Student-focused leader committed to working directly with the development and implementation of a standards-based curriculum that uses data to drive instructional decisions toward student achievement and success
✔ Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
✔ Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
✔ Critical thinker, problem solver, committed to realizing the school’s mission and success

Job Expectations

Resolute Academy ES Charter Petition
The Executive Director’s responsibilities are expansive. As the leader of Resolute Academy ES, the individual who assumes the Executive Director position must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Develop strategic systems to be used across the school, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement and internal controls
- Oversee internal financial systems to ensure appropriate segregation of duties and financial stability
- Ensure compliance with all reporting requirements in a timely and accurate manner
- Oversee the ongoing maintenance of updating information systems and infrastructure
- Manage the process of securing facilities, including but not limited to the use of Proposition 39 Space
- Coordinate business insurance and maintain best practices for risk management
- Hire and train the school’s Principal to carry out the mission and vision of the school
- Evaluate the school Principal
- Oversee charter renewal, WASC accreditation, audits, compliance and yearly authorizer visits
- Recruit, hire, supervise, train and evaluate high quality staff
- Recruit and Enrollment of Students
- Serve as the school’s primary spokesperson
- Manage Operations budget
- Manage Operations Department and outside contractors
- Collaborate internally on special projects and provide leadership and strategic insight to school stakeholders
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Ensure that the school follows all applicable District policies and State and Federal laws

Resolute Academy ES recognizes that the role of the Principal is vast and has therefore, separated the key components of the role for two individuals. Both Principals are responsible for providing instructional leadership to members of the school community and for the academic success of the school.

### Required Qualifications

- Valid Teaching Credential
- Master’s Degree in Education or the equivalent
- At least 5 years of experience in the education field
- Minimum of three years teaching experience in urban schools
- Demonstrated track record of academic success
- Experience supervising, evaluating and leading a team
- Familiarity with California Department of Education rules and regulations
- Visionary leadership
- Ability to form relationships with students, families and staff
- Excellent interpersonal skills
- Student-focused leader committed to working directly with the development and implementation of a standards-based curriculum that uses data to drive instructional decisions toward student achievement and success
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Critical thinker, problem solver, committed to realizing the school’s mission and success
**Desired Qualifications**

- Administrative Credential preferred
- Proven track record of success leading high-performing schools in areas similar to the Watts community

**Job Expectations**

- Provide daily school leadership, including all instructional and cultural components
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and enrollment
- Recruit, hire, supervise, train and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and EL students
- Monitor implementation of IEP’s and evaluate effectiveness of Special Education and EL Program
- Build and sustain a school culture based on the school’s DREAM values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Engaging in professional growth opportunities
- Evaluate school performance on multiple measures and adjusting programs accordingly to maximize achievement
- Advocate on behalf of the school
- Ensure that the school follows all applicable District policies and State and Federal laws
- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school’s academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer professional development
- Coordinate administration to students of all standardized evaluations including six- week assessments, CAASPP, SBAC and national norm-referenced exams
- Document and disseminate the schools’ curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Perform other tasks as assigned by the Executive Director
- Work with the Executive Director to invest parents in the school and manage the Resolute Academy ES Families for Success
- Work with the Executive Director to plan and implement student and family orientation
- Create, evaluate, and design ways to improve school culture with an emphasis on academic achievement
- Coordinate college visits and end-of-year field trips
- Create a system of consequences for disciplinary infractions and ensure they are implemented consistently
- Coordinate student disciplinary system including DREAM dollars

**Office Manager**

**Position Summary**

The Office Manager is hired by and reports directly to the Executive Director and works closely with a back-office provider to manage and implement the systems and structures in place for the day-to-day running of the school. The Office Manager provides complex administrative and secretarial support to the Principal; overseeing the day to day school office activities and relieving the Principal of administrative details; monitoring assigned activities; and providing information, recommendations and/or directions as may be requested.

**Required Qualifications**

- Bachelor’s Degree required
- Commitment to upholding and implementing Resolute Academy ES’s mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Results-driven
- Professional demeanor
- Strong work-ethic
- Detail-orientation
- Bilingual
- Oral and written proficiency in English and Spanish
- Proficiency in Microsoft Office Word

**Desired Qualifications**

- Advanced degree and experience in operations and/or school finance preferred
- Experience in School Operations Management
- Knowledge of Student Information Systems such as PowerSchool and CALPADS

**Job Expectations**

- Maintain high standards of financial management and accuracy with regards to budgets, cash flow statements, expenditures, revenues, taxes, etc…
- Maintain an organized, highly detail oriented account of all invoices, receipts and transactions
- Work closely with back-office provider
- Purchase and maintain non-instructional supplies
- Coordinate federal forms, checks, payroll and benefits for Resolute Academy ES staff
- Oversee school financial controls
- Ensure that the school is in compliance with all programs, including, but not limited to, attendance, fiscal policies and HR Policies
- Communicate all pertinent data to the Head of school
- Manage grant monies and related reporting
- Develop and maintain relationships with the school’s banking partners and vendors
- Coordinate the food services for the school
- Prepare documentation for the annual audit
- Oversee the school’s student information system
Office Coordinator
Position Summary

The Operations Coordinator is hired by and reports directly to the Executive Director and works closely with a back-office provider to manage and implement the systems and structures in place for the day-to-day running of the school. The Operations Coordinator works alongside the Office Manager to provide complex administrative and secretarial support to the Principal; overseeing the day to day school office activities and relieving the Principal of administrative details; monitoring assigned activities; and providing information, recommendations and/or directions as may be requested.

Required Qualifications

- AA preferred
- Prior school administrative experience preferred
- Strong proficiency with Microsoft Office Suite
- Oral and written proficiency in Spanish required
- Commitment to upholding and implementing Resolute Academy ES’s mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Results-driven
- Professional demeanor
- Strong work-ethic
- Detail-orientation

Job Expectations

- Maintain high standards of financial management and accuracy with regards to budgets, cash flow statements, expenditures, revenues, taxes, etc…
- Maintain an organized, highly detail oriented account of all invoices, receipts and transactions
- Work closely with back-office provider
- Receive and organize materials
- Attend to student needs and injuries
- Ensure confidentiality and security of office space, files and all information pertaining to students, parents and community
- Serve as the liaison for CALPADs and the Meal Program
- Serve as the primary point of contact for all technology
- Receive and distribute mail
- Other duties as assigned
- Oversee the student SIS system

Resource Specialist

Position Summary

The Resource Specialist will be responsible for maintenance of records for special needs students, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom. The Resource

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Specialist also provides direct special education services to students as needed. The Resource Specialist reports to the Principal in year one and reports to the Director of Curriculum and Instruction in all subsequent years.

**Required Qualifications**
- Bachelor’s Degree required
- Certified Special Education teacher
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels

**Desired Qualifications**
- Master’s Degree in Education or the equivalent preferred
- Experience working with Wellgent
- 2-3 Years experience as a Resource Specialist providing push in and pull out minutes in a setting similar to Resolute

**Job Expectations**
- Serve as the point of contact for all matters involving special education due process
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional developments regarding special education
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed

**Special Education Aide**

**Position Summary**

Special Education provide direct special education services to students as needed and support the work of the Resource Specialist to ensure that students are receiving the appropriate supports in the classroom. Special Education Aides report directly to the Resource Specialists.

**Qualifications**
- Bachelor’s Degree required; Master’s Degree preferred
- Experience working with students with special needs
- Ability to work with students 1:1
- Success working with students with special needs
Belief that all students can learn at the highest academic levels

**Job Expectations**

- Coordinate push-in and pull-out schedules with general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Provide direct student services as needed

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**Teachers**

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**Position Summary**

Teachers at Resolute Academy ES perform the most critical work of our school - the daily instruction, evaluation, and support of our students. They are the most critical lever that Resolute Academy ES has to ensure the success of the academic program and student achievement. Teachers will report to the Principal.

**Required Qualifications**

Pursuant to *Education Code 47605 (l)* all teachers at Resolute Academy ES will be required to hold a Commission on teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with *Education Code Section 47605 (l)* for teachers in non-core courses.

- Bachelor’s Degree
- CA teaching credential highly qualified according to NCLB, and demonstrated expertise
- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

**Job Expectations**

- Teach at least four classes daily
- Plan, implement and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Principal
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents
- Provide supervision before school and after school, at lunch and/or recess as assigned in order to maintain student safety

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**Character Coordinator**
Position Summary

The Character Coordinator must have a strong belief in the mission and vision of Resolute Academy ES. He/she is responsible for upholding the vision of Resolute, providing Restorative Justice opportunities to students and maintaining a safe, structured and joyful learning environment. The Character Coordinator reports directly to the school Principal.

Required Qualifications

- Security Guard Card
- Strong work-ethic, detail-oriented
- Proficiency in Microsoft Office, particularly MS Word and Excel
- Ability to prioritize, multi-task, and lead by example
- Analytical problem-solver and solutions oriented thinker
- Strong work-ethic, detail-oriented, with exceptional organizational skills
- Two to three years in community organizing

Job Expectations

- Implement systems and routines to help teachers establish supportive relationships between them and the students
- Implement, with fidelity, the programs to help maintain Resolute’s structured, positive and warm community
- Implement Restorative Justice techniques within advisory to help teachers and students develop trusting relationships
- Administer appropriate consequences as outlined in the Resolute Handbook
- Keep accurate records through the use of DeansList software
- Be highly present and visible during school hours relentlessly ensuring a positive school environment
- Conduct check-ins with students throughout the day to hold student accountable to individual behavior plans and ensure that they are upholding the values of the school
- Communicate daily with students, families, and teachers regarding attendance and discipline matters
- Coordinate and supervise detention
- Fully embrace Resolute’s mission and vision
- Chaperone field trips
- Maintain positive working relationship with the entire school community
### Element 6 – Health and Safety Procedures

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

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

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

1. **Custodian of Records**

In accordance with the California Department of Justice requirements, the Executive Director serves as Resolute’s Custodian of Records.

2. **Student Health and Wellness**

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Resolute is committed to providing a school environment that promotes students’ health, well-being and ability to learn by supporting well-balanced nutrition and physical activity. All students at Resolute have the opportunity, support and encouragement to be physically active on a regular basis through our Physical Education program and/or after school sports program. Resolute participates in the National School Lunch Program. All food and beverages served at school meet the minimum requirements and recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity.

Resolute Academy ES will develop and implement health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. The health and safety policy will be reviewed, updated, and approved annually by the Board and disseminated annually to staff, students, and parents.

Furthermore, Resolute Academy ES will provide the policy to the Los Angeles Unified School District at least 30 days prior to operation. The following outlines the health and safety policies of Resolute Academy ES.

Food Service and Other Auxiliary Services Safety

Resolute Academy ES may contract with an outside agency for its food service needs. Resolute Academy ES will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Resolute Academy ES will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

Background Checks

In order to be considered an employee of Resolute Academy ES, all potential staff members must submit a criminal background check as required by Education Code 44237 and 45125.1. Resolute Academy ES adheres to California laws including finger printing and prohibitions regarding the employment of individuals who have been convicted of a serious felony.

All employee background checks are acquired through the California Department of Justice. Employees may be fingerprinted at any site where “Live Scan” is available.

Resolute Academy ES refuses to employ staff members that have not been cleared by the Department of Justice. This ensures that employees with prior criminal histories will not be employed and do not commence employment at Resolute Academy ES.

Furthermore, volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

All documentations of completed background check and associated reports will be maintained in secure files by the Principal and available for inspection by appropriate authorities as required.

Mandated Reporters

All staff members, certificated and non-certificated, are mandated reporters and are expected to report any suspicions, knowledge or observation of abuse of a child. All staff members, new and returning, will undergo Mandated Reporter training each summer prior to the start of the school year. The Principal will
conduct the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The Principal may choose to bring in outside trainers from the Department of Children and Family Safety to provide additional resources for all staff members. We will adhere to and abide by all applicable reporting laws, as well as the same policies and procedures used by the District.

**TB Testing**

All Resolute Academy ES staff, certificated and non-certificated, are required to undergo testing for Tuberculosis. This must be done no more than 60 days prior to commencing employment at Resolute Academy ES and as required by *Education Code Section 49406*.

**Immunizations**

Staff and students at Resolute Academy ES are required to provide records documenting all immunizations as required at public schools pursuant to *Health and Safety Code Section 120325-120375*, and *Title 17, California Code of Regulations Section 6000-6075*. Immunization documentation must include polio, diphtheria, tetanus, measles, mumps, rubella and Hepatitis B as described in California’s Department of Health Services Document IMM-231.

Students are required to receive immunization to the same extent that it would be applied if they attended a non-charter public school.

**Medication in School**

Resolute Academy ES will adhere to *Education Code Section 49423* regarding administration of medication in school.

**Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis as required and mandated by the State of California. Resolute Academy ES will adhere to *Education Code Section 49450, et seq.*, as applicable to the grade levels served by the school. Testing will be administered to the same extent as would be required if the pupils attended a non-charter public school.

**CPR Training**

All instructional, certificated and credentialed, staff and school leadership at Resolute Academy ES will be CPR and first aid certified. Resolute Academy ES will employ the Red Cross or other appropriate group to train and certify staff during summer professional development each year.

**Suicide Prevention Policy**

Resolute Academy ES has adopted a student suicide prevention policy in accordance with *Education Code Section 215*.

**Drug Free/Alcohol Free/Smoke Free Environment**

Resolute Academy ES functions as a drug, alcohol and tobacco free workplace.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

1. Racial and Ethnic Balance

Currently, Resolute Academy ES’s racial and ethnic balance mirrors the Watts Community. To ensure that Resolute Academy ES continues to achieve a racial and ethnic balance that is reflective of the general population of the community in which we are located, leadership commits to the following:

- Targeted Outreach at Recruitment Events in the Watts community including but not limited to:
  - Watts Car Festival
  - Watts Annual Peace March
  - Attending the monthly Resident Advisory Council Meetings at the four housing developments in the community
  - Distributing flyers at the local community library
  - Boys and Girls Club
  - Summer Night Lights
  - Grocery Stores
  - Ted Watkins Park – Healthy Farmer’s Market

Because of the high population of Spanish speakers in Watts, Resolute conducts all outreach events and distributes all outreach announcements in both English and Spanish.
Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

AB 699

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

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

1. Student Recruitment

At Resolute Academy ES, we firmly believe that we serve all children, and we aim to serve those most in need of a high quality, public, educational option. Resolute Academy ES will be a tuition-free, public charter school and are open to all students. As detailed in Element 7 of this petition, Resolute Academy ES Middle School currently educates a student population that mirrors Watts, the community in which we are located. Diverse enrollment that closely mirrors the Watts Community and Resident Schools as defined by the Office of Data and Accountability 95.47% Socio-Economically Disadvantaged, 93.00% Free and Reduced Lunch (FRL), 25.93% English Learner (EL), 16.81% Special Education (SPED), 71.19% Latino, 25.51% African American.

We can anticipate that Resolute Academy ES ES will follow the same pattern and will continue to enroll a diverse student enrollment that mimics the Watts Community.

2. Lottery Preferences and Procedures

In accordance with California Education Code 47605(d)(2)(B), Resolute Academy ES will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in order of the following:

- Students who reside within the boundaries of the Los Angeles Unified school district
- Siblings of other students
- Other California residents.

No other preferences shall be given in the lottery or admissions process.

In the event that a lottery must be held because there are more applicants than seats available, all interested families will receive a comprehensive letter detailing the lottery process.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of interested individuals and parties to attend. Families who submitted a completed application by the close of the enrollment period and its deadline indicated on the Lottery Forms will be notified in writing of the lottery’s date, time, location and rules. The date and time of the lottery will be published on Resolute Academy ES’s website. Parents are invited but not required to attend. The Principal will introduce the lottery and explain the process to all stakeholders.

The Principal will begin the lottery by acknowledging students who are given preference, including siblings and students residing within the boundaries of the Los Angeles Unified School District.

Following the introduction and outline of the lottery process and rules from the Principal, a neutral third party will draw student names from a container until all openings are filled and all applicants have a prioritized slot on the school’s waiting list. By the close of the lottery, all students will have either an identified seat or an identified spot on the waiting list.
Should there not be more applicants than seats available by the close of the enrollment period as outlined on the Lottery Forms, all applicants will be notified in writing that they have a seat in the school, and all families will have two weeks to confirm their acceptance of the seat. We will continue to accept applications, admitting students on a rolling and first come, first-served basis. After all seats have been accepted, we will populate our waiting list.

The waiting list will be established from the pool of applicants that do not receive admission to Resolute Academy ES through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.

During the lottery, all applicants’ names will be called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level will be established. Separate lotteries for each grade level will be held. The waiting list will be used to fill student vacancies before and during the school year.

Priority on the waitlist will only be given to those students whose sibling has been enrolled into the school from the waitlist. In that instance, the sibling would move to the number one spot on the waitlist due to sibling preference.

a. Means by Which the School will Contact the Parents/Guardians of Students Who Have Been Promoted off the Waiting List and Timelines Under Which Parents/Guardians Must Respond to Secure Admission

At the time of the lottery or close of enrollment period if no lottery is needed, families will be notified within three days through written notice sent through the US Mail if they have an enrollment seat or if they are on the waitlist, and if on the waitlist, their specific spot on that list.

If a seat becomes available during the school year, the school will contact the first family on the waiting list through telephone contact and offer them a seat at Resolute Academy ES. Should the family formally decline the seat or fail to respond to communication within two business days, the next family on the waitlist will be contacted until the seat is filled.

All families reserve the right to ask to be removed from the waitlist.

b. Records School Shall Keep on File Documenting Fair Execution of Lottery Procedures

All records of the lottery are made available, upon request, for public viewing. The school shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists and waitlists. The lists will be kept in a binder in the front office and will be accessible for public review and inspection upon request.

All incoming enrollment forms will be date and time stamped to ensure accuracy and equity across all applicants.
Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. This audit will be conducted in accordance with Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of the Charter School’s financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

Resolute Academy ES’s Audit Committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Resolute Academy ES’s Executive Director and Back Office Provider will work with the auditor to complete the audit.
The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year by the contracted auditing firm. Resolute Academy ES’s Audit Committee will review any audit exceptions or deficiencies with the Executive Director and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.
**Element 10 – Suspension and Expulsion Procedures**

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

**GENERAL PROVISIONS**

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**NOTIFICATION OF THE DISTRICT**

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

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

**GUN-FREE SCHOOLS ACT**

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

**School Climate and Student Discipline System**

1. **Philosophy of Discipline**

Resolute Academy ES ("Resolute Academy ES") believes that learning time is sacred. To fulfill our mission and execute on our vision that all students will excel in selective high schools and colleges, time in the classroom is essential for growth. As a result, we take many steps to ensure that our students are trained in and held responsible to Resolute Academy ES’s Code of Conduct. Because we will attend to small issues on a consistent basis and through a uniform token economy system.

Teachers will be trained to manage their classrooms using strategies to maximize instruction and minimize student misbehavior. Furthermore, all teachers will be well-versed in executing the expectations for appropriate behavior as outlined in the Resolute Academy ES Student and Family Handbook. All students and families will receive and discuss the handbook during orientation. All teachers will receive extensive training in our approach to discipline and setting expectations during our three-week summer training each year. We believe that it is imperative to communicate high behavioral expectations so that all stakeholders are invested in the process. Teachers will receive pertinent information during their annual training and parents/guardians will be informed through the Student and Family Handbook distributed to all students and their families each year.

The Charter School’s Suspension and Expulsion Policy and Procedures, as defined here and in the Student and Family Handbook, are not discriminatory, arbitrary or capricious, and follows the general principles of due process. The Suspension and Expulsion policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

We believe that students should be rewarded for positive behavior as it aligns with our core DREAM values. As such, as part of our token economy system of rewards, students receive paycheck dollars for demonstrating: discipline, resiliency, engagement, accountability, and maturity throughout the day. The reward system presents itself in two ways. The first is highly individualized. Each student will receive a paycheck at the end of the week based on his/her own academic accomplishments and behavior. The paychecks provided to students will be monitored using a student data system such as DeansList. Paychecks are not issued using real money. A data system such as Kickboard will enable school leadership to assign dollar values to positive and negative behaviors. Teachers are then able to add or detract from a student’s paycheck each week based on individual student behavior. In addition, the paycheck report will go home and require a parent/guardian signature. Resolute Academy ES Dream Dollars are used to build a sense of pride and ownership over the community and maintain a standard of excellence with respect to classroom wide student behavior.

1. **Restorative Justice and Positive Behavioral Intervention and Supports**
Over the summer, Resolute Academy ES’s principal provides professional development to all staff members, including Office Personnel and Special Education Aides, on how to effectively implement restorative techniques in the classroom. One of the most widely used restorative techniques at Resolute is the community circle. One day per week and as needed, students engage in circles in their advisory classroom. Because these students travel together throughout the day, the use of advisory time to hold circles and develop empathy and understanding for one another is paramount to the success of the classroom environment.

During community circle, students are provided a thought-provoking question about a topic in our world, in the school community or about an incident that occurred on campus and are asked to reflect and share. Students are never forced to share and may choose to opt out and listen to the conversation instead. These conversations serve to build trust in the classroom.

Resolute Academy ES implements the following restorative techniques throughout the year to deter students from committing more serious infractions and to aide them in developing a stronger self-awareness. Most importantly, these techniques allow students to remain in the school environment while reflecting on their choices. The goal is to provide students with the opportunity to change their behavior and grow from it.

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade level leaders;
- Parent meetings with teachers and/or grade level leader;
- Loss of incentives or privileges;
- Daily conduct log (in which a student is required to get teacher acknowledgement of appropriate behavior after each class);
- Meetings with an on-campus mentor
- Referrals for school counseling
- Student Study Teams to design appropriate interventions
- Formal Apologies to classmates
- Break cards
- Written apologies for misconduct
- Community Circles to discuss behavioral infractions and their impact on the school community
- A behavior reflection sheet which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed;
- Referral to school counselor, psychologist, child welfare attendance personnel, or other school support service staff. Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved. The school shall use this resource to serve the best interest of students when necessary.
- Peer Mentorship

Alternatives to Suspension

Resolute Academy ES believes that learning time is sacred and whenever possible aims to implement alternatives to suspension that include but are not limited to those outlined in the Los Angeles Unified

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51 Many of these alternatives to suspension can be found in the LAUSD Discipline Foundation Policy: https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/171/operations/pd%20materials/SWSPBIS_Handbook_March_2017.pdf
School District’s Discipline Foundation Policy. Examples of Alternatives to suspension are provided below. This list should not be taken as inclusive of all alternative to suspension practices.

- Referral to a Student Support and Progress Team
- Participation in Restorative Circles and Conversations
- Informal or formal counseling depending on the violation and the severity of need
- Peer Mediation
- Conflict Resolution
- Referral to outside agencies for counseling services
- Referral to the Gang Reduction Youth Development (GRYD) Taskforce
- Individualized Behavior Contract
- Parent/Student Conferences
- Alternative Scheduling of classes
- Threat Assessment

**Data Monitoring**

Currently, Resolute Academy ES uses a program called DeansList to track student behavior. DeansList is an online program that allows teachers to input and deduct points from a student’s weekly paycheck depending on their behavioral choices. Students and families receive a copy of this paycheck every week so that they can review their student’s data and their progress. In addition, this data is available to parents, free of charge, should they choose to download the app on their phone. The application provides them access to their student’s behavior at any time of day. If a student earns or loses points, the application will trigger a notification on the parent’s phone.

The data from DeansList is vital to the success of a positive school community. The principal reviews the data weekly with teachers to determine the ratio of positive praise to corrections being made in the classroom, to identify trends in student behavior – both positive and negative - and to provide supports to scholars and teachers.

2. **Suspension and Expulsion Policy**

While the Dream Dollars and the above-mentioned actions are tools to reinforce positive behavior and employ restorative justice techniques, we recognize that policies must be in place should a student need to be suspended or expelled due to behavior that threatens the safety of themselves or members of the school community. Corporal punishment will not, under any circumstances, be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by the Charter School does not limit the rights of the Charter School employee to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

Upon enrollment and at the beginning of each year, Resolute families will each receive a copy of the Student and Family Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the Charter School’s Suspension and Expulsion Policy and Procedures In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

In creating this policy, Resolute Academy ES has reviewed Education Code Section 48900 et seq. which describes the non-charter school’s list of offenses and procedures to establish its list of offences and
No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Resolute Academy ES will implement two types of suspension:

**In-School Suspension**

If deemed necessary, Resolute Academy ES will use In-School Suspension for Tier III behaviors and it will be overseen by the Principal or the Principal’s designee, and the respective classroom teachers. The procedures are the same as out-of-school suspension as described below. Students will serve the suspension in an instructional setting, on campus (in their respective classrooms during the course of the instructional periods, and in a supervised classroom during all non-instructional periods). The family of the suspended student will be notified by phone or an in-person meeting. The cause for suspension and interventions in place to support the student will be discussed during this notification, as well as the duration of the in-school suspension.

If there are any concerns regarding the safety of other students in the classroom due to the nature of the enumerated offense, the in-school suspension may be served in its entirety in a designated classroom on the campus that is supervised by a Resolute staff member during all instructional and non-instructional periods. In such a case, teachers will assign work and meet with the student during the day to ensure the student is accessing the educational assignments; teachers will follow up with parents as necessary regarding assigned school work. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

We believe that a student should not be removed from the general class environment unless they are at risk of harming themselves or others. We also believe that students cannot be allowed to interfere with the education of other students. As needed, students who receive In-School Suspension receive access to the curriculum and are integrated into the classroom while being separated from the school community during all non-instructional periods.

**Grounds for In-School Suspension, Out-Of-School Suspension and Expulsion**

Criteria of discipline is determined using Attachment B of the LAUSD School Climate Bill of Rights. A single suspension may not be issued for more than five consecutive school days. The total number of days for which a student, including students with a 504 plan, may be suspended from school shall not exceed 20 days in one academic year. Students with an IEP shall not be suspended for more than 10 school days in any school year.
Student offenses with No Principal Discretion (except as otherwise precluded by law). Principal shall **immediately suspend and recommend expulsion** when the following occur at school or at a school activity off campus. (Education Code 48915(c)).

- Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
- Brandishing a knife at another person. E.C. 48915(c)(2); 48900(b)
- Unlawfully selling a controlled substance. E.C. 48915©(3); 48900(c)
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n). E.C. 48915(c)(4); 48900(n)
- Possession of an explosive. E.C. 48915(c)(5); 48900(b)

**Category II: Student Offenses with Limited Principal Discretion**

Student offenses with Limited Principal Discretion (except as otherwise precluded by law). Principal **must recommend expulsion** when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (Education Code 48915(c)).

- Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)
- Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)
- Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)
- Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)

**Category III: Student Offenses with Broad Principal Discretion**

Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. (E.C. 48915(b) and (e))
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- Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(a)(1)(A)
- First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(a)(1)(C)
- Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
- Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
- Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
- Possessed or used tobacco. E.C. 48900(h); 48915(e)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- Disrupted school activities (school-wide activities; issued only by an administrator) E.C. 48900(k); 48915(e)
- Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile/educational environment. E.C. 48900.4**; 48915(e)
- Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
- Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
- Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
- Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(z); 48915(e)

A student may be suspended or expelled for any of the acts enumerated in Categories I-III above, consistent with Education Code Section 48900 related to school activity or school attendance that occur at any time including but not limited to:

- While on school grounds
- While going to or leaving from school
• During, or traveling to or from, a school-sponsored activity

Suspension Procedures (for in-school and out-of-school suspensions)

In order for Resolute Academy ES to maintain a safe and orderly environment, students must adhere to a firm and consistent discipline policy. We have developed specific routines and procedures to help students mature into young adults. We believe that a Code of Conduct, when implemented effectively and followed, helps students to express disagreement in a respectful and appropriate manner. As a result, In-school suspension (ISS) and Out-of-school suspension (OSS) (short and long term) will be initiated according to the following procedures:

Step 1: Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the student and the student’s parents, and whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a whenever practical, the teacher, supervisor, or Charter School Employee who referred the student to the Principal or designee.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days of when the student was suspended, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Step 2: Determination of Length and Placement of Suspension

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Teachers will provide the student with classroom material and current assignments to be completed at home during the length of the suspension to ensure that the student is accessing the educational assignments. Teachers will follow up with parents as necessary regarding assigned school work.

Step 3: Notice to Parents

Parents and Students have due process rights with regards to suspensions and expulsions. At the time of the student’s suspension, a school employee shall make a reasonable effort to contact the student’s parents by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following the suspension. The notice will state the specific offense(s) committed by the student, as well as the date and time the student may return to school. If the
school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the school may require that parents respond to such requests without delay.

**Step 4: Recommendation for Expulsion**

If the Principal or Principal’s Designee recommends expulsion, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference. This determination will be made by the Principal upon either of the following findings:

- The student’s presence will likely be disruptive to his/her own educational process or that of others; or
- The student poses a threat or danger to him/herself and/or to others.

Upon either this determination, the student’s suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction during their suspension and be provided the opportunity to make up any missed exams.

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct. All paperwork documenting efforts to correct student behavior will be kept in the student’s behavioral file in the office.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Expulsion Procedures**

**A. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Principal or designee. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School’s governing board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Charter School’s Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing.
B. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing if requested to determine whether the student should be expelled. If requested by the student through his or her representative, and unless postponed for good cause by the Principal, designee, or Administrative Panel, the hearing will be held within 30 school days after the Principal or designee determines that the student committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative makes a written request for a public hearing no later than three (3) days prior to the hearing.

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

1. Date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parents or guardian to appear in person at the hearing or to employ and be represented by counsel or non-attorney advisor;
6. The right to inspect and acquire copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

C. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

E. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

F. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to LAUSD. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

G. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request. Students or their parents/guardians may submit written requests to the Charter School Principal for copies of their disciplinary records.

H. Expelled Pupils/Alternative Education

In the event of a decision to expel a student, the school will work cooperatively with the parents/guardian to assist with the locating alternative placements during expulsion, including, but not limited to assisting parent/guardians with referrals to the school district of residence or the County Office of Education. Any
incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Resolute Academy ES.

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. If the expulsion is overturned on appeal, the student will be immediately reinstated at the Charter School. The Charter School Board’s decision to uphold the Administrative Panel’s decision to expel shall be final.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.
Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Resolute Academy ES participates in the State Teachers’ Retirement System (STRS) and has made it available to all teachers and will continue to do so for the duration of the charter school’s existence under the same CDS Code. All staff members have access to enrolling in an optional 403b. Resolute will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS fund as required.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers, Principal, and Executive Director
2. 403b: Optional and offered to all employees

Responsible Staff Member

The Executive Director is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with the approval of the Board.

STRS Reporting

Resolute Academy ES will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Resolute Academy ES Executive Director will be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3
Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Resolute Academy ES is a school of choice. Resolute Academy ES staff will continue to communicate to all prospective and current families and students that Resolute is a school of choice and that at any time, the parent/guardian may choose to enroll their child(ren) in a different school in the area. Resolute Academy ES will inform all parents of their attendance alternatives on the enrollment forms.
Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Natasha Barriga-Siperstein
Resolute Academy ES
1265 E 112th Street
Los Angeles, CA 90059
2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017
2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.
Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:
1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

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

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

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

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
In the event that Resolute Academy ES closes, the Executive Director will serve as the school’s closure agent.
**Additional Provisions**

**FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

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

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:
• **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

• **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### Non-District-Owned Facilities

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

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

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

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

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

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

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

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
### Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

### Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

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

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