



Resolve to Achieve. Resolve to Excel.

Resolute Academy Charter School

Respectfully submitted to

The Los Angeles Unified School District

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AFFIRMATIONS AND ASSURANCES

Resolute Academy Charter School (“Resolute Academy”) shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.

Element 1 – The Educational Program

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

The address of Resolute Academy is to be determined.

The temporary mailing address of Resolute Academy is 13175 Fountain Park Dr. #A212 Playa Vista, CA 90094.

The phone number of Resolute Academy is temporarily (310) 463-3731.

The contact person for Resolute Academy is Natasha Barriga-Siperstein.

The number of rooms at the school is not known at this time.

The grade configuration is grades five through eight.

The number of students in the first year will be 120.

The grade level(s) of the students the first year will be fifth.

The opening date of the school is August 4, 2014.

The admission requirements are enumerated in **Element Eight**.

The operational capacity will be 480 students.

The instructional calendar will be 189 days.

The bell schedule for the school can be found in **Element One**.

The term of this charter shall be from 2013 to 2018.

If space is available, traveling students will have the option to attend.

Need – The Students Resolute Academy Proposes to Serve

The School District: Los Angeles Unified School District

Local District #: 7

Target Area: Florence

The Los Angeles Unified School District is the second largest school district in the country and

served over 664, 000 students during the 2011-2012 school year.¹ There are a total of 1,211 schools and On average, based on data compiled using surrounding neighborhood elementary and middle schools, 90% of students qualify for free and reduced lunch, 75% are economically disadvantaged, and 25% or higher are classified as English Language Learners².

Currently, there are many initiatives taking place within the Los Angeles Unified School District to address specific challenges regarding: teacher recruitment and retention, teacher evaluation measures, fiscal and budgetary restrictions, and fund allocation. Significant challenges persist, including overcrowded schools, unsafe physical spaces, and the academic underachievement of many students who are labeled at-risk.

Resolute Academy Charter School (“Resolute Academy”) proposes to open with grade 5. According to the most recent data published by the California Department of Education, 54% of 5th grade students are proficient in English Language Arts and 61% of 5th grade students are proficient in Mathematics within the Los Angeles Unified School District. As demonstrated by **Figure 1.01** on page 3 of this Element, the only middle school in the Florence Community, Bethune Middle School, has student performance scores that are, on average, 30 percentage points below that of the state.

Further analysis of the data reveals that minority students, particularly Hispanics and African American students, are performing at an even lower rate of proficiency making it difficult for them to access and master the difficult content of selective high schools that LAUSD offers and the colleges within California and beyond. LAUSD’s Base API score in the 2011-2012 school year was 744, as compared to 788 for the state of California. However, the average Base API scores for students of color – 695 for African-American students and 722 for Hispanic/Latino students – were significantly lower than 873, the Base API score for white students.³ In 2011, LAUSD high schools averaged a graduation rate of just over 61%,⁴ compared with nearly 77% statewide.⁵ According to the US Census, 46% of the population residing in the 90003 zip code has earned a high school diploma and 2.8% of the adult community has a four-year college degree.

Resolute Academy’s mission is to provide all students access to an academically rigorous and expanded middle school that upon completion will prepare them to excel in selective high schools and colleges. Our mission and educational program address the need in South Los Angeles for a quality public school. One of the areas under the jurisdiction of LAUSD is the Florence neighborhood, the proposed location for Resolute Academy.

The proposed Resolute Academy Charter School is in direct response to a need for more quality educational options for the students and families of Florence.

¹ http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/11-12FINGERTIPFACTSREVISED_0.PDF.

² Data compiled based on information provided here:

<http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=Profile&submit1=Submit>

³ <http://api.cde.ca.gov/Acnt2012/2012GrowthDstApi.aspx?cYear=&allcds=1964733&cChoice=2012GDst2>.

⁴ <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRDstAYPReport.aspx?cYear=&allCds=1964733&cChoice=AYP>

⁵ <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRStAYPReport.aspx>.

Need - Academic Achievement Data

Local District: 7

Target Community: Florence

Currently, the Florence neighborhood of South Los Angeles has one middle school: Mary McLeod Bethune. To better demonstrate the community need in and around Florence, four other middle schools in the area have been selected as comparisons due to the similarities in demographics.

Florence is a small but densely populated neighborhood in South Los Angeles. Of the five schools listed in **Figure 1.01**, none met “adequate yearly progress” (AYP) as defined by No Child Left Behind for the 2011-2012 school year. Proficiency rates in Math and English ranged from 7.3% to 41%. **Figure 1.01** details proficiency rates for elementary schools within the Florence neighborhood.

| FIGURE 1.01: Proficiency Rates(2011-2012) | | | | | | | |
|--|------------|---------------------------|---------------------|------------------------------|---------------------|---------|----------------|
| School Name | State Rank | Math Proficiency(Grade 5) | School Wide Results | English Proficiency(Grade 5) | School Wide Results | Met AYP | Total # Served |
| Sixty Sixth Street Elementary School | 3/10 | 55% | 53.7% | 42% | 46.3% | No | 1338 |
| 75 th Street Elementary School | 2/10 | 49% | 53.5% | 40% | 41.1% | No | 1245 |
| Wisdom Learning Academy for Young Scientists | 2/10 | 60% | 46% | 55% | 36.8% | No | Unknown |
| South Park Elementary | 2/10 | 42% | 54.6% | 39% | 42.8% | No | 927 |
| McKinley Avenue Elementary | 1/10 | 34% | 44.5% | 41% | 39.2% | No | 763 |

Figure 1.02 details the proficiency rates for the middle schools within Florence and the surrounding area, as well as rankings within the state.

| FIGURE 1.02: Proficiency Rates(2011-2012) | | | | | |
|--|------------|------------------|---------------------|---------|---------------|
| School Name | State Rank | Math Proficiency | English Proficiency | Met AYP | Total# Served |
| Watts Learning Center | 1/10 | 7.3% | 17.9% | NO | 113 |
| Charles Drew | 1/10 | 23.9% | 23% | NO | 1280 |

FIGURE 1.02: Proficiency Rates(2011-2012)

| School Name | State Rank | Math Proficiency | English Proficiency | Met AYP | Total# Served |
|----------------------------|-------------|------------------|---------------------|-----------|---------------|
| Los Angeles Academy | 1/10 | 27.8% | 37.5% | NO | 2082 |
| Mary McLeod Bethune | 1/10 | 29% | 30.5% | NO | 1381 |
| Thomas A. Edison | 1/10 | 41% | 37% | NO | 1176 |

Each school ranked in the bottom 10% of schools in the state. Bethune, the only middle school in the geographic area bordered by Slauson, South Central, the Harbor Freeway and Manchester, failed to meet AYP for the school year and is in the bottom 10% of schools in the state. John C. Fremont High School, the only high school in the area defined above, ranked in the bottom 30% of schools in the state. As a result of poor performance and not meeting AYP for two consecutive years, Charles Drew Middle, LA Academy Middle, Mary McLeod Bethune Middle, Thomas A. Edison Middle and John C. Fremont High School were placed on Program Improvement for the 2010-2011 school year.⁶

Of the approximately 47,000 individuals living in Florence, 2.8% of the population, or 17,142 adults over the age of 24, hold a bachelor’s degree from a four-year university. *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.”⁷ While this number is not causal, 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 selective high schools and colleges.

To graduate from high schools in California, students are required to take and pass the California High School Exit Exam (CAHSEE) by senior year. **Figure 1.03** presents the 2010 data regarding CAHSEE pass rates by race and socio-economic status; we anticipate that African Americans and Hispanic/Latino students living in poverty will represent the majority of our students.

Figure 1.03: CAHSEE Pass Rates (2010-2011)⁸

| Class of 2010 | African American | Hispanic/Latino | White | Socio-economically disadvantaged |
|---------------------|------------------|-----------------|-------|----------------------------------|
| Passing by Grade 12 | 90% | 91% | 98% | 81% |
| Passing by | 71% | 76% | 92% | 53% |

⁶ <http://dcfs.co.la.ca.us/edu/docs/8-09%20school%20list.pdf> .

⁷ Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Boston: Houghton Mifflin Harcourt, 2012. 149. Print.

⁸ EdSource Fact Cards.

| Figure 1.03: CAHSEE Pass Rates (2010-2011)⁸ | | | | |
|---|-------------------------|------------------------|--------------|---|
| Class of 2010 | African American | Hispanic/Latino | White | Socio-economically disadvantaged |
| Grade 11 | | | | |
| Passing by Grade 10 | 53% | 59% | 83% | 30% |

The numbers above do not evidence those students who have left high school before its completion. Based on data collected from EdWeek’s School District Graduation Reports for 2009, the dropout rate in LAUSD is 54.6%, significantly higher than the national average of 26.6%.⁹ With students who do remain in attendance in public schools, and as national, state, and city analysis continue to show, students who are socio-economically disadvantaged, African American, or Hispanic, have lower pass rates and therefore lower rates of proficiency in the skill and content knowledge to achieve higher results. The CAHSEE measures students’ reading and writing ability through grade 10, and tests sixth and seventh grade algebra standards. While a necessary requirement for graduation, students are not prepared with the basic foundational skills to master this exam, which is far below readiness for college or the professional workplace. This leads to continued underachievement, including as indicated above leaving school before the completion of the twelfth grade.

Furthermore, “[d]ata show that Americans who do not graduate from high school earn less and are much less likely to have jobs than their more-educated peers.”¹⁰ The median income for households in Florence is below \$29,000, leaving many students living below the poverty line – a significant but not insurmountable academic risk factor. Within this community, the largest percentage of dropout rates occurs between the eighth and ninth grades at 37.5%, meaning that by ninth grade, four out of 10 students have experienced sufficient school failure and/or succumbed to other risk factors including lack of optimism about what school can do for their futures that they exit the educational system.¹¹ Studies continuously indicate that students living in households at or below the poverty line are at greater risk of academic failure than their peers who live in households above the poverty line.¹²

Historically, Florence has seen higher crime rate than the surrounding areas of Florence - Firestone, South Park, Central-Alameda, Vermont Vista, Green Meadows, Vermont Knolls, Vermont-Slauson and Broadway-Manchester. The majority of crimes are robbery and aggravated assault.¹³ Resolute Academy will provide a school culture of respect and safety by providing students with 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

⁹ <http://www.edweek.org/apps/gmap/details.html?year=2012&zoom=10&type=2&id=622710> .

¹⁰ Greenstone, Michael, and Adam Looney. "The Importance of Education: An Economics View." *Education Week*. N.p., n.d. Web. 1 Nov. 2012. <http://www.edweek.org/ew/articles/2012/11/07/11>.

¹¹ <http://www.edweek.org/apps/gmap/details> .

¹² Jean Le Tendre, “Title I Schoolwide Program: Improving Schools for All Children,” *Journal of Education for Students Placed at Risk*, Vol 1 1996, 109-111.

¹³ <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/florence/crime/> .

high expectations for student success).”¹⁴ Currently, many students attending public schools face significant safety challenges. **Figure 1.04** shows the rate of suspension for students during the 2010-2011 school year.¹⁵

| FIGURE 1.04: Rate of Suspensions (2010-2011) | | | | | | | | | | |
|---|----------------|--------------|-----------------|----------------|--------------|-----------------|--------------------|----------------|--------------|-------------------|
| Year | AI/Alsk | Asian | Filipino | Pac Isl | Black | Hispanic | Other White | Unknown | Total | Avg # Days |
| 2010-2011 | 142 | 299 | 224 | 100 | 8,411 | 22,086 | 1,600 | 1 | 32,863 | 1.4 |

In March of 2012, the Civil Rights Project at UCLA released data regarding the disproportionate number of suspensions between non-minority and minority students. The data evidences that the suspension rate of African American and Hispanic students, which represents our target demographic, is significantly higher than that of non-minority students. Co-author of the study, Dan Losen, makes the direct correlation between student suspension and the opportunities they received; the schools “are increasing their [student] likelihood of academic failure and risk of involvement with the juvenile justice system.”¹⁶

According to *The LA Times* “Neighborhoods”¹⁷ section, there are 11,000 children under the age of ten and approximately 47,000 people occupying 2.8 square miles within our target community. The ethnic breakdown in Florence is: 69.81% Latino, 28% African American, .4% White, .4% Asian and 1.3% other – all characteristic of other areas in South Los Angeles. The breakdown of English Language Learners in Los Angeles Unified is detailed in **Figure 1.05**.¹⁸

| FIGURE 1.05: English Learners (2010-2011) | | | | | | | | | | |
|--|-----------------|------------------|---------------|--------------|-----------------|----------------|----------------|-------------------|--------------|--------------|
| Grade | Armenian | Cantonese | Korean | Farsi | Pilipino | Russian | Spanish | Vietnamese | Other | Total |
| 5 | 0 | 0 | 0 | 0 | 1 | 0 | 1,485 | 0 | 0 | 1,486 |
| 6 | 0 | 0 | 1 | 0 | 0 | 0 | 888 | 0 | 2 | 891 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 721 | 0 | 1 | 722 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 825 | 0 | 3 | 828 |

The high number of English Language Learners in Los Angeles directly correlates with the need for a quality and expanded middle school that focuses relentlessly and unapologetically on literacy instruction. “More English Language Learners at LAUSD” states that “since 2005 the district has set aside an hour of every six-hour day to focus on building English skills for

¹⁴ Research Foundations of the Lorraine Monroe Leadership Institute Essential Elements of Educational Excellence by Marcella L.

¹⁵ <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe> .

¹⁶ Watanabe, Teresa. "State Schools Suspend Students at Higher Rates than Average, Study Finds." *LA Times* [Los Angeles] 07 Aug. 2012: n. pag. Print.

¹⁷ <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/florence/>.

¹⁸ <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe>.

students.”¹⁹ The latest date from LAUSD (2010) shows that nearly 1/3 of the district is classified or re-classified as English Language Learners (ELLs).

Resolute Academy dedicates two hours daily (120 minutes) and two additional 60-minute periods, twice per week, (total of 12 hours or 720 minutes weekly) to literacy instruction for all students, as literacy is the key lever to increasing proficiency rates in both English and, with the Common Core infusion of reading and problem solving, increasingly proficiency in higher Mathematics. By emphasizing reading across the curriculum we are able to do two things: (1) provide additional time to develop and strengthen reading comprehension skills and produce avid readers capable of comprehending and responding to fiction and non-fiction texts at the grade level and, therefore, (2) develop readers that are able to easily access content regardless of the subject matter. Through our “reading across the curriculum approach” students will be introduced to and become familiar with a variety of texts: fiction, non-fiction, technical, newspaper and journal articles. In addition, students will be able to articulate the ways in which the presentation of ideas differs across genres. As encouraged by the Common Core, by integrating reading across the different content areas students strengthen reading comprehension skills through practical application rather than in isolation. The practical application of reading and writing skills will assist students with the move toward Common Core expectations and push teachers to expand upon and strengthen their own instructional practices, as students will be required to explain their mental process and justify their work. This will require explicit literacy instruction across all content areas, and our extended time and tiered supports address this growing expectation for all students, including ELLs.

According to *The LA Times*, over 40% of the population of Florence is foreign born. This indicates that a high percentage of Resolute Academy’s population may enter speaking a language other than English as their first language. As such, direct instruction in reading and writing are essential components of our academic program.

Students at Resolute Academy will have the academic skills and resolve to persevere through the challenges they will face in middle school and be prepared for the academic challenge and growing independence of a college preparatory high school. We also have been influenced by recent research that shows that academic outcomes in the middle grades – along with attendance, in-school behavior and academic performance – are powerful indicators of a child’s probability of graduating from high school prepared for college. Warning signs indicate in the middle school years that if students have challenges with attendance, behavior and academics, those factors can accurately predict whether a student will drop out of high school, more so than any other socio-economic factors, and can be used to predict high school graduation as early as the start of middle school.²⁰ By starting our program early, we place all students on the track to college from an early age. Resolute Academy is committed to closing the achievement gap for students in the Florence neighborhood and preparing them for a life of choice through an excellent and expanded middle school education.

¹⁹ Connie, Llanos. "More English-language learners at LAUSD, state test shows - LA Daily News." *Home - LA Daily News*. N.p., n.d. Web. 9 Nov. 2012. <http://www.dailynews.com/news> .

²⁰ Balfanz, Robert. *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic*. Rept. N.p.: Civic Enterprises, 2011. *Civic Enterprises*. Web. 06 Aug. 2012.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

Figure 1.5 Demographic and Achievement Data for Public Schools within the Florence Area

| LAUSD SCHOOLS | # of Students? | Multi-Track School? | Program Improvement? | Met Schoolwide growth target | Met all Subgroup Growth Targets? | API Score | API State Ranking | Similar Schools Rank | % Students Eligible for Free/Reduced Lunch | % of Special Ed Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 |
|---------------------------------|----------------|---------------------|----------------------|------------------------------|----------------------------------|-----------|-------------------|----------------------|--|--------------------------|-------------------|----------------------|----------------------|----------------------|
| Los Angeles Academy Middle | 2082 (6-8) | Yes* | Yes (Year 5) | Yes | Yes | 686 | 1 | 5 | 99.0 | 10.0 | 29.0 | 91.9 (Latino) | 7.7 (Black) | 0.2 (Asian) |
| Main Street Elementary | 796 (K-5) | No | Yes (Year 5) | No | No | 740 | 3 | 7 | 88.0 | 10.0 | 54.0 | 91.2 (Latino) | 7.9 (Black) | 0.5 (Other) |
| Mary McLeod Bethune Middle | 1381 (6-8) | No | Yes (Year 5) | Yes | No | 686 | 1 | 5 | 92.0 | 8.0 | 27.0 | 85.8 (Latino) | 13.7 (Black) | 0.3 (Asian) |
| McKinley Avenue Elementary | 763 (K-6) | No | Yes (Year 5) | Yes | No | 724 | 1 | 5 | 100.0 | 9.0 | 40.0 | 81.1 (Latino) | 18.7 (Black) | 0.1 (Other) |
| Miramonte Elementary | 1471 (K-6) | Yes* | Yes (Year 5) | No | No | 676 | 1 | 2 | 88.0 | 8.0 | 48.0 | 98.0 (Latino) | 1.4 (Black) | 0.5 (Other) |
| Parmelee Elementary | 948 (K-6) | No | Yes (Year 5) | Yes | No | 745 | 2 | 5 | 89.0 | 12.0 | 36.0 | 94.3 (Latino) | 5.4 (Black) | 0.2 (White) |
| Russell Elementary | 963 (K-6) | No | Yes (Year 5) | No | No | 748 | 3 | 8 | 93.0 | 10.0 | 43.0 | 87.1 (Latino) | 12.4 (Black) | 0.2 (White) |
| Seventy-Fifth Street Elementary | 1245 (K-6) | No* | Yes (Year 5) | Yes | Yes | 760 | 3 | 6 | 86.0 | 11.0 | 44.0 | 83.8 (Latino) | 15.3 (Black) | 0.4 (Other) |
| Sixty-Eighth Street Elementary | 1058 (K-5) | No* | Yes (Year 5) | No | No | 733 | 2 | 6 | 89.0 | 10.0 | 40.0 | 81.0 (Latino) | 18.6 (Black) | 0.3 (Asian) |
| Sixty-First Street Elementary | 899 (K-6) | No | Yes (Year 2) | Yes | No | 765 | 3 | 7 | 89.0 | 10.0 | 46.0 | 84.0 (Latino) | 14.9 (Black) | 0.4 (Asian) |
| Sixty-Sixth Street Elementary | 1338 (K-5) | No* | Yes (Year 4) | Yes | No | 775 | 3 | 7 | 91.0 | 9.0 | 45.0 | 91.9 (Latino) | 7.8 (Black) | 0.1 (White) |

| LAUSD SCHOOLS | # of Students? | Multi-Track School? | Program Improvement? | Met Schoolwide growth target | Met all Subgroup Growth Targets? | API Score | API State Ranking | Similar Schools Rank | % Students Eligible for Free/Reduced Lunch | % of Special Ed Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 |
|-------------------------|----------------|---------------------|----------------------|------------------------------|----------------------------------|-----------|-------------------|----------------------|--|--------------------------|-------------------|----------------------|----------------------|----------------------|
| South Park Elementary | 927 (K-6) | No | Yes (Year 5) | Yes | Yes | 759 | 2 | 6 | 100.0 | 11.0 | 0.6 | 83.7 (Latino) | 15.4 (Black) | 0.8 (Other) |
| Thomas A. Edison Middle | 1176 (6-8) | No | Yes (Year 5) | Yes | No | 695 | 1 | 3 | 92.0 | 12.0 | 0.5 | 96.1 (Latino) | 3.4 (Black) | 0.3 (Asian) |

| Charter Schools | # of Students? | Multi-Track School? | Program Improvement? | Met Schoolwide growth target | Met all Subgroup Growth Targets? | API Score | API State Ranking | Similar Schools Rank | % Students Eligible for Free/Reduced Lunch | % of Special Ed Students | % of ELL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 |
|--------------------------------------|----------------|---------------------|----------------------|------------------------------|----------------------------------|-----------|-------------------|----------------------|--|--------------------------|-------------------|----------------------|----------------------|----------------------|
| Watts Learning Center | 351 (K-6) | No | Yes (Year 1) | Yes | No | 870 | 7 | 10 | 66.0 | 7.0 | 3.0 | 68.8 (Black) | 12.5 (Latino) | 12.5 (White) |
| Watts Learning Center Charter Middle | 113 (6-8) | No | Yes (Year 2) | No | No | 555* | 1* | N/A (small school) | 99.0 | 13.0 | 18.0 | 51.3 (Black) | 47.8 (Latino) | 0.9 (White) |
| Wisdom Academy for Young Scientists | 247 (K-6) | No | No | No | No | 716 | 2 | 1 | 100.0 | 6.0 | 7.0 | 57.3 (Black) | 41.6 (Latino) | 0.4 (White) |

Mission

Resolute Academy Charter School equips all students in grades five through eight with the academic foundation and strength of character necessary to excel in selective high schools and colleges.

Vision

In a country that prides itself on being the land of opportunity, the opportunities are increasingly limited for the students of South Los Angeles.

Students in South Los Angeles often struggle in school academically and behaviorally, most often manifesting in middle school, and then cannot gain access to some of our city's best high schools. In high performing college preparatory high schools, graduation and college acceptance are not options – they are the expectation. For students in the community of Florence, zip code 90003, high school graduation and college acceptance are only for those students who, above all the odds set before them, prevail. Students here attend schools where failure is the norm, with vast numbers of students never making it to high school graduation or to the promise that post-secondary education can provide for their future, the future of their families, and the future of our city.

In order to access the opportunities that a college graduation provides, students must first possess the academic foundation and strength of character necessary (a) for all future academic success and (b) for persistence through the many adversities they will encounter throughout their lives. For many of the students in South Los Angeles, particularly those residing in the Florence neighborhood 90003, factors such as race, socio-economic status, home language, and zip code continue to be the key determinants in a student's ability to access excellent high schools and therefore gain acceptance into and be prepared for the rigors and challenges of college.

To bridge the gap between aspirations that families residing in South Los Angeles have for their children and the reality of a genuinely promising future for students residing here, and particularly for those students attending public school in the Florence neighborhood, we propose Resolute Academy Charter School (“Resolute Academy”), an expanded 5-8, college preparatory middle school.

Working with the nationally recognized leadership training and charter creation non-profit Building Excellent Schools (BES) (please see **Attachment A** for more detail on the BES Fellowship and **Attachment B** for more detail on Connect to Excellence), Resolute Academy draws upon the best practices from the highest performing urban charter schools across the country, including BES schools Endeavor College Preparatory (4-8) and Valor Academy (5-8) Charter Schools, both California Distinguished Schools serving students to a similar mission and with similar demographics, as well as Equitas Academy, Futuro Preparatory, and Crown Preparatory – all demonstrating strong academic outcomes with similar mission and populations.

The vision of Resolute Academy is informed by the best practices of some of the nation’s highest performing charter schools and current research on practices that lead to strong results for children living in poverty and facing other risk academic factors. “In high-poverty neighborhoods, in particular, our research and school improvement work indicate that students’ middle grade experiences have tremendous impact on the extent to which they will close achievement gaps, graduate from high school, and be prepared for college. Consequently, there is a need to re-conceptualize the role middle grades play in the public education system. The middle grades, broadly defined as fifth through eighth grade, need to be seen as the launching pad for a secondary and post-secondary education that enables all students to... fully experience the opportunities of 21st century America.”²¹

A high quality middle school experience is essential for our student’s success. To fulfill our mission and execute on our vision, Resolute Academy is supported through the training and guidance of Building Excellent Schools (BES), a nationally recognized and respected non-profit dedicated to transforming student’s lives through the creation of high quality charter schools across the country.²² We will implement what works to transform the academic trajectory of our students.

Through the foundation set by our guiding principles and the elements of our school design informed by successful practice and research, Resolute Academy will provide students access to selective LAUSD high schools on the road to competitive colleges which may not have otherwise been options for them. Students will gain the middle school academic foundation and have the content knowledge necessary for, by grade 12, higher order thinking skills such as synthesis and analysis, for the advanced mathematics curriculum that leads to the study of calculus and/or statistics as increasingly encouraged in the Common Core, and for the sophisticated writing requirements mandated by the Common Core and expected within a comprehensive college preparatory high school curriculum.

In 2014, Resolute Academy will welcome its inaugural cohort of 120 fifth graders from some of the most underserved and economically challenged communities in South Los Angeles. Many will enter two to three grade levels behind in reading and in math. At the end of the first year, in 2015, Resolute Academy students will have remediated their weaknesses, and have developed the academic skills, content knowledge, and strength of character to successfully transition into a rigorous and true sixth grade course of study. Four years from now, Resolute Academy will graduate its inaugural cohort of eighth graders who will transition into selective high schools which will continue to build, develop, and hone the critical thinking, reading, writing, and problem solving skills they learned at Resolute Academy. In 2023, that inaugural cohort will have completed their first year at the college of their choice, transforming their life’s trajectory and opening them up for personal and professional opportunities that a college education can provide.

²¹ Balfanz, Robert. *Putting Middle Grades Students On The Graduation Path: A Policy And Practice Brief*. Association For Middle Level Education. N.p., June 2009. 3. Web. 06 Aug. 2012.

²² Building Excellent Schools (BES) has trained and supported the founding and ongoing work of several BES schools in Los Angeles, including Endeavor College Preparatory, Valor Academy, Equitas Academy, Futuro Preparatory, and Crown Preparatory Charter Schools.

What it Means to be an “Educated Person” in the 21st Century ---

Middle school is a critical and foundational time for students. During their formative middle school years, students must continue to acquire the skills, content knowledge and character development that will prepare them for high school, college, and life success.

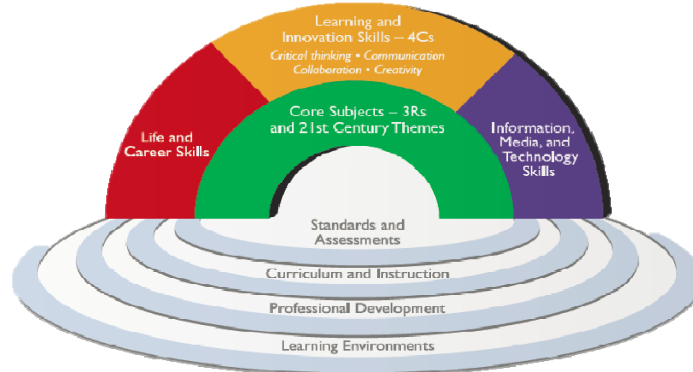
The Bethune Middle School, which currently serves students in Florence, is not meeting AYP standards or opening up pathways to higher education, competitive employment or upward mobility for the students that attend. Resolute Academy is designed to specifically address the need for a comprehensive middle school educational program that provides students access to a rigorous academic curriculum and the supports necessary to achieve at the highest levels possible starting in ninth grade. Resolute Academy will develop in students the character values and skills required for them to successfully access higher educational opportunities and later succeed in the workplace.

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.”²³ Resolute Academy’s model for success is built upon the idea that our students must have 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.

As represented in **Figure 1.06**, presented by the Partnership for 21st Century Learning, students outcomes informed by student supports closely mirrors the model upon which Resolute Academy is based. We believe that the California State Standards 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. Character development is informed through the school’s core DREAM values. Our students will be Disciplined, Resilient, Engaged, Accountable and Mature; we believe our core values will help students to build skills such as teamwork, accountability, maturity, self-discipline and intrinsic motivation - all of which are necessary for student success in the classroom and in the workforce.

²³ Partnership for 21st Century Skills Mission Statement: <http://www.p21.org/about-us/our-mission>.

Figure 1.06-Student Outcomes and Support Systems



A charter allows us to 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. In a study of the most effective organizational practices in *Good to Great*, Jim Collins²⁴ states that successful companies narrowly focus the organization’s resources in its field in an effort to maximize competency and increase efficiency. We recognize that our students will be entering Resolute Academy many years behind their peers and we have purposefully decided, as a school, to leverage our resources and dedicate our time to literacy. As one of our fundamental core beliefs, we remain committed to ensuring that all of our students can read and write at or above grade level before they graduate in grade 8, our terminal year.

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.

How Learning Best Occurs

Resolute Academy proposes an education that will transform and impact the academic trajectory for the students of South Los Angeles, with specific focus on the Florence community. Through a rigorous, college preparatory curriculum that does not discriminate or promote students based on non-academic factors, students will be challenged, supported and expected to achieve at high levels. Upon completion of the eighth grade year, students will be able to access and succeed within selective high schools across Los Angeles and ultimately excel in selective colleges and universities across the county.

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

²⁴ Collins, Jim. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. New York: Harper Business.

1. Students learn best when teachers have strong content and pedagogical knowledge.

Resolute Academy'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. Resolute Academy will go to great lengths to put only the best, most highly qualified teachers in front of students. We believe that all teachers must have a thorough understanding of their content matter so that they can readily identify common misconceptions, highlight nuances, anticipate student difficulties and employ effective instructional concepts that drive powerful, rigorous, standards based assessments.

To that end, we provide ample opportunities for coaching, feedback and professional development for all of our teachers.

2. Students learn best when they are held accountable for the work that they produce.

To produce students who are ready and able to compete in the 21st century, we recognize and place value on student accountability. All students are 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.

Through a strong advisory curriculum with a focus on character development, daily during and after school tutoring blocks, and community circles, strong study habits and organizational skills are consistently reinforced. In addition, through a central focus on the school's DREAM values, the school encourages students to become Disciplined, Resilient, 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.

3. Students learn best in a community that cultivates trust and respect.

We believe that learning occurs best when all members of the community feel valued and respected. This occurs through the constant reinforcement of our school's core values, the development of our community environment and interpersonal relationships through the advisory program, cooperation amongst students and staff, and an atmosphere of mutual respect and intellectual stimulation.

4. Students learn best through on-going cycles of assessment and feedback.

Resolute Academy 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.

All of Resolute Academy's students are pushed, guided and supported through the learning process as they acquire the skills and develop the content knowledge necessary to master and retain difficult information. Teachers consistently provide students and families with up to date, relevant data regarding student performance. To that end, we use exit tickets, weekly Show What

You Know quizzes, Accelerated Reader, and midterm and end of trimester assessments to monitor student progress to goal.

5. Students learn best when all teachers are teachers of reading and writing.

Studies show that students have difficulty transferring and effectively implementing facts and principles from one academic domain into another. They struggle to apply reading and writing skills to mathematics or the mathematical concepts of problem solving to science or history.

All teachers must be teachers of reading and writing. 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).²⁵

6. Students learn best through exposure to outside learning opportunities.

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.

Through Resolute Academy's extended day and year, we are able to afford our students opportunities that are unavailable in most middle schools.

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

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. A bachelor's degree will no longer be the standard to which our students are held. They must continue to pursue other avenues and pathways toward advanced degrees. Our school's core DREAM values and advisory program will, over the course of four years, enable students to become intrinsically motivated.

Critical Thinker

We develop critical thinkers by employing the following:

- High academic standards in all content areas
- Unapologetic emphasis on literacy and mathematics
- Analytical writing
- Academic discourse with teachers and with peers
- Access to academically rigorous texts and materials

²⁵ <https://www.21learn.org/articles/perkins.html>

Intellectually Curious

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

- College preparatory mission and culture
- An advisory curriculum that individualizes student learning and growth
- Engaged and adept teachers who serve as role models
- Independent Reading Time
- Results Block focused on tutoring

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 employ the following:

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

Typical Day for a Visitor at Resolute Academy Charter School _____

7:00 - 7:15 AM

Students are beginning to line up outside the school gates for breakfast. The Office Manager, Ms. Gomez, is already outside. She is speaking quietly with a group of students about the English test they have that day. Lined up within grade-level advisories as they have been taught during orientation, other students are engaged in quiet conversation with their advisory peers.

7:10-7:14 AM

Each morning, the staff huddles briefly to give positive praise for students and staff, to go over any changes for the day and to review major pushes for the school.

7:15 AM

At exactly 7:15 AM, the Head of School relieves Ms. Gomez of her duties and stands in front of the students. Her arrival is the students' cue to stop conversation and fix their lines. The students are lined up according to their advisory. Today, UCLA 5's homeroom gets to go to breakfast first; they won last week's Accelerated Reader competition and as a result are the first to enter the breakfast and lunch room. Weekly competitions are a part of the school culture and are presented on Monday during advisory and winners are announced on Friday during Community

Circle. As students enter, they look the Head of School in the eye, shake hands and exchange a warm “Good morning.” The Head of School checks to ensure that each student is in uniform: the school’s polo, khaki pants, skirts or shorts, and a belt. The students wait at the gate until they see their advisory teacher, Mr. Hernandez, motion for them to move forward.

7:15 - 7:42 AM

Mr. Hernandez escorts students to the breakfast area. Ms. Torres and Mrs. Garcia are already in their places and are ready for the students. Prior to eating, students take out their homework folders and put their assignments into the neatly labeled, color-coded content area teacher’s folder at the end of each breakfast table. Students then walk briskly to pick up and eat their breakfast. (7:42 – 7:45 silent transition)

7:45 - 7:57AM

Mr. Hernandez greets all of his advisory students by name and with a gentle, encouraging smile. It has been a particularly exciting week for the students in UCLA 5 and he wants to keep the positive momentum going. The students do not need to be told what to do. 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. Shaina passes out new homework assignments and the students place them in their folders. The routine is consistent, silent and purposeful. Mr. Hernandez has Mozart playing in the background; it has a calming effect on the students and eases them into the hustle and bustle of the day. As soon as the song stops, the students know it is time to sit down. Students who finish early know to take out their independent reading books and reading logs, and to use this time to continue their reading. (7:57 – 8:00 silent transition)

8:00 - 8:57 AM

Mr. Hernandez smiles and silently gives the three, two, one signal and students line up at the door, ready to transition to their first period class. UCLA 5 has mathematics with Ms. Kwan for first period. Ms. Kwan teaches Math Problem Solving. As students enter the classroom, they stand behind their seats and wait for Ms. Kwan’s, “Good morning, UCLA 5.” Students respond with a cheery, “Good morning.”

Class begins with oral drills, modeled after the work of high performing and nationally recognized North Star Academy Charter School in New Jersey.²⁶ Students stand behind their desks and wait for Ms. Kwan to begin. She begins to call on students, who are required to recall information and perform mental math. Ms. Kwan begins, “Please provide an equivalent fraction to $\frac{2}{4}$, Jeremiah.” Jeremiah responds, “ $\frac{4}{8}$ is an equivalent fraction to $\frac{2}{4}$.” “Excellent, Jeremiah.” Her next question is more difficult “How do you write $\frac{1}{3}$ as a decimal, Karen?” Karen is deeply concentrated. “10 seconds, Karen,” says Ms. Kwan. Oral drills are quick and there is little time for students to spend in deep thought. Karen responds, “ $\frac{1}{3}$ written as a decimal is .33.” Ms. Kwan says, “No, Karen that is not correct. What is the correct way to write $\frac{1}{3}$ as a decimal, Joshua?” Joshua smiles; he missed this very question on the Show What you Know Quiz last Friday. He is excited to be able to prove himself. Jeremiah proudly answers, “ $\frac{1}{3}$ written as a decimal is .33 repeating.” “Excellent job, Jeremiah.” The oral drill lasts only five minutes. Once it is over, students are invited to sit down. Ms. Kwan begins direct instruction.

²⁶ For more detail, please see www.northstar.uncommon.org.

Students are encouraged to ask questions during the guided practice portion of the lesson plan but must wait ten minutes during independent practice before asking any questions. The school uses this policy to push student growth and ensure that all students are doing the heavy lifting. Ms. Kwan gives the three, two, one signal and students line up at the door. They are ready to transition to Reading. (8:57 – 9:00 silent transition)

9:00-9:57 AM

Ms. Torres smiles as she sees her students stand in a quiet, straight line outside her door. She praises them for showing discipline, one of the schools' core values and the one with which most incoming fifth graders struggle; the whole class has earned +1 on their DREAM Report. Ms. Torres quickly enters the class point into Kickboard, an online data management tool that the school uses to track and review key academic and behavioral data. Students stand behind their chairs and wait for Ms. Torres to begin the oral drill. Johanna raises two fingers in the air, one crossed over the other; she has to use the restroom and waits until Ms. Torres gives her the signal to go. The objective for the day is listed on the board: SWBAT use context clues to make predictions about the identity of the lunatic in *Holes* and provide two pieces of textual evidence to support their claim.

Students have post-it notes on their worksheets and use these to jot down specific notes about the lunatic while they are popcorn reading; then, students return to the text, copy the quote directly and write the page number next to it. Ms. Torres asks students to turn to their partners and share their evidence. She then calls on Jose to share and justify his answer. When Jose responds that he believes the lunatic is Sal's best friend, James is quick to raise his hand. "I disagree with Jose, because Sal wouldn't be afraid of her best friend and on this page, her language demonstrates that she has no fear of talking to the lunatic. Students are used to responding to each other in respectful, text-based, and accountable ways because Ms. Torres has created a culture where taking risks is valued and where student voices matter. Students will use the information they generated during guided practice to support their response to literature essay in writing Class.

During independent practice, students are asked to use what they have learned about context clues while reading to define difficult vocabulary and make predictions about what will happen should adolescents and pre-teens continue to eat fast food. Students spend the last five minutes of class completing their Exit Ticket. Ms. Torres will use these scores to develop the tutoring list for Results, the daily tutoring class that is, like its name, all about results (provided four days a week for 30 minutes per day and totaling 120 minutes per week) and for Saturday Academy (offered 10 days per year, 240 minutes per session for 2,400 minutes per year). (9:57 – 10:00 silent transition)

9:57 - 10:07 AM

Students take their AM nutrition break outside. During this time, students eat a healthy snack, take restroom breaks and chat quietly with their peers. The Head of School and Office Manager supervise students during this time. (10:07 – 10:10 silent transition)

10:10 - 11:07 AM

Mrs. Garcia walks over to the nutrition area and signals to her students that it is time to line up. Mrs. Garcia is a first year science teacher and has really taken ownership over the idea that all

teachers are teachers of literacy. She works closely with the Reading and Writing teachers to develop short answer responses and essay questions for her students. Today's objective is listed on the board: Students will be able to explain how sugar breaks down into energy which results in the production of respiration and carbon dioxide.

Mrs. Garcia remembers how students struggled to understand photosynthesis and has developed a flow chart which helps students to visualize the process. After students have filled out the flow chart, they are required to explain the process in writing using a technique known as RAFT – Role(students must take on the role of the writer), Audience(students must consider who they are writing for and adjust the style accordingly), Format (Students must consider the type of writing they are being asked to do i.e. letter, non-fiction, fiction, article), Topic(students must focus on the topic assigned). Students must take on the role of a plant and explain the process of photosynthesis. During independent practice, Shania explains that she is having trouble writing about how the breakdown of sugar to obtain energy results in respiration and carbon dioxide. Mrs. Garcia knows that Shania struggles to express herself in writing; she has collaborated with Mr. Ramirez, the Writing teacher, to generate assignments that are chunked and scaffolded to meet her individual needs. After working with Shania for a few minutes, Mrs. Garcia tells Shania that she needs to stay for Results, our after-school tutoring, and makes a note to call Shania's parents that afternoon. With two minutes left in the period, Mrs. Garcia explains the homework assignment that is due tomorrow. Students have one minute to ask clarifying questions and then line up for their next class period. (11:07 – 11:10 silent transition)

11:10 - 12:07 PM

UCLA 5 lines up silently outside of Ms. Gray's Math Procedures class. They know that today is going to be a lot of work. Earlier that day they worked on calculating the percent of a number by using fractions. This math lesson draws on that work and asks students to not only calculate the percent of a number by using fractions, but also to plot those numbers on a line graph. The students have been working on plotting numbers on graphs and today's lesson will require students to activate their prior knowledge.

Ms. Gray presents the lesson to students, and then gives the cue to begin independently working. The independent work Ms. Gray has provided requires students to not only be able to solve for percents using fractions and graph those numbers, but read the word problem and extrapolate the pertinent information. Ms. Gray is prepared for student questions and has already anticipated many of the misunderstandings that might occur. Students must show all their work and justify their answer in writing. This begins to build the bridge in students' minds that writing occurs in all class-not just in reading and writing.

12:07 - 12:27 PM

Classroom teachers walk their students to the cafeteria for lunch. The Head of School is standing at the head of the line and waits for the line to be straight and silent before allowing students to proceed. The first three minutes of every lunch period are silent to ensure that all students can begin eating without distractions. At the end of three minutes, the Head of School, Office Manager or teacher assigned to lunch duty gives the signal and students may begin chatting in restaurant level tones – a volume taught and practiced during student orientation. Students may sit wherever they choose at their assigned table, but they must line up with their homeroom at the

end of lunch. Students who did not pass in homework assignments are seated at a separate and separate table, completing homework requirements. (12:27 - 12:30 silent transition)

12:30 - 1:27 PM

Ms. Harriet picks up UCLA 5 from lunch. The students are excited because today they will be discussing the causes of the American Revolution. Ms. Harriet has been working with students for the past week on the causes and the students are ready to show her what they have learned. The Do Now asks students to describe the Stamp Act and explain the significance of the phrase, “no taxation without representation.” The timer starts and students immediately put pencil to paper. They are done and sitting in STAR before Ms. Harriet’s timer gets to one. “Excellent job, UCLA 5. I am loving this engagement!” The students sit up a little straighter and Jackson’s smile can be seen from the other side of the room. Ms. Harriet calls on Juan to read the objective for the day. Juan says, “Today, we will be able to identify, explain and write about the major components of the Declaration of Independence.”

Ms. Harriet enthusiastically moves through the direct instruction portion of her lesson; she has something fun planned for guided practice. During guided practice, students are split into teams of four. Each team receives a copy of the Declaration of Independence, a highlighter and a pen. They are to identify three of the major components of the document and explain why they think leaders like Thomas Jefferson made those decisions. Ms. Harriet is working closely with the ELA teachers to integrate more writing into the curriculum, and this lesson will scaffold to one in which students are working across genre types to draw out a concept across an historical document, a primary source article, and a narrative poem.

Jackson’s team is working diligently, engaging in productive conversation and producing scholarly work. Ms. Harriet has made her way over to the side of the room and is listening to their conversation. At one point, Jackson can be heard saying, “I disagree with Nancy. I think that leaders like Thomas Jefferson made the decision to write the Declaration of Independence so that nobody could take away our freedom.” (1:27 – 1:30 silent transition)

1:30 - 2:27 PM

In writing, students are working closely with Mr. Hernandez to construct body paragraphs about the character traits of Sal and the Lunatic from *Text Title*. Mr. Hernandez knows that it is essential for young writers to follow the writing process, so for their classroom starter, students complete a T-Chart with their observations about each of the characters and the evidence they collected in Reading Class. He asks students to identify two more pieces of evidence from previous chapters and include those in the list as well.

Students are able to gather the necessary information because they have carefully annotated and marked up their texts as they have been taught and practiced, using post-it notes. Following guided practice, Mr. Hernandez has students work independently to construct body paragraphs containing a topic sentence, supporting evidence and strong analysis. To do this, Mr. Hernandez has taught students to use a format called “SAY, MEAN, MATTER”: After the topic sentence, students integrate the quotation marks and provide a proper citation - this is the say; They then talk about what the quotation means in regards to the text – this is the MEAN and MATTER– and as young writers, this often becomes a matter of paraphrasing.

Ten minutes before the end of class, Mr. Hernandez claps his hands twice. The entire class responds with a clap. He now has their attention. Using the document camera, a technical tool at the front of the classroom used to project instructional materials and student work to the entire class, Mr. Hernandez calls on Jacky because he noticed that her topic sentence was incredibly well written. He wants to start off with a very strong example, as he placed Jacky's work under the camera for all to see and learn.

Mr. Hernandez walks students through Jacky's example. The entire time students are engaged, providing positive feedback and growth areas and supporting each other in the learning process. That evening, students must revise their own paragraphs before turning them in to Mr. Hernandez. He will collect the draft and the final version.

2:30 -3:00 PM

It is time for Results, the daily built-in tutoring block. Mr. Hernandez splits the class up. Today, students will go to either math or reading. Their scores on entrance and exit tickets, as well as their results on the weekly "Show What You Know" quizzes have helped teachers identify in which content area a student needs remediation. Those students who have consistently performed above grade level are assigned to be peer tutors and are given enrichment activities to do until they have been properly trained. (3:00 – 3:03 silent transition)

3:03 - 4:00 PM

In Physical Education, Mr. Stein is in the middle of his Basketball unit. The students are lined up in four rows and are warming up. Their warm-up consists of high knees, push-ups, sit-ups and lunges. Mr. Stein is determined to have his students pass the President's Physical Fitness Exam. After lunges, students run two laps around the track and come back ready to go. It is always a race to the finish line; the first person to arrive receives an advantage in the game. Some days, the first person to arrive gets to choose their teams; other days, they are allowed to shoot for an extra point. Students get into teams and the game begins.

4:00 PM

This is Resolute Academy's first dismissal. Students who are not assigned to after-school tutoring or detention may go home. The Head of School 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. The Head of School smiles at each parent, waves and then sends the student along. It is not uncommon for a parent to approach the Head of School or the teacher to ask questions about how their student is doing. If a student's parents do not come by 4:15pm, students are escorted to the office and the Office Manager calls home.

4:00 - 4:45 PM

Detention and tutoring are taking place in two separate rooms. In the detention room, students are writing behavioral reflections and tracking their DREAM reports. They will use these charts to set behavioral goals for the next week. These goals will be monitored by their homeroom teachers and phone calls will be made home at the end of the week

Enrollment

Resolute Academy employs a slow growth model and adds one grade level per year. This strategic approach affords Resolute Academy the ability to develop and refine systems, routines procedures, instructional programs and curricular materials which build upon the culture of strong achievement and character established in year one. **Figure 1.07** provides outline of our enrollment plan.

| Figure 1.07: Enrollment Plan | | | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| GRADE | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| 5 | - | 120 | 120 | 120 | 120 |
| 6 | - | - | 120 | 120 | 120 |
| 7 | - | - | - | 120 | 120 |
| 8 | - | - | - | - | 120 |
| TOTAL | 0 | 120 | 240 | 360 | 480 |

Each grade level has a total of 120 students. We continue to add students throughout the year as a seat may become available. We understand that taking students in throughout the course of the year means we must work harder to remediate gaps, and have organized our extended day and week to include these necessary tutoring supports.²⁷

Each cohort is divided into four sections of 30 students. All academic goals and expectations are identical for all students and vary only by grade level. Teachers are then able to effectively and efficiently differentiate curriculum for students. Although the classes at Resolute Academy have 30 students, we maintain that a highly-structured learning environment and a highly effective teacher can lead students to academic gains regardless of the number of students in a class: “In schools with a culture of work, no one is slouching in a seat, staring into space, doodling, eating, whispering to class-mates, fixing a friend’s hair, wandering around the room, or coming and going in the middle of class. Teachers are teaching; chaos is not ever a threat.”²⁸

To maintain the small school feel, students maintain the same advisor throughout their four years at Resolute Academy. This enables students to build relationships with an adult in the building and ensures that all students are receiving individualized attention. In addition, Resolute Academy will be divided into two grade-based academies.²⁹ Students in grades five and six will be placed in the Achievement Academy and students in grades seven and eight will be in the Excel Academy. We recognize the cognitive, developmental and social needs of our younger students are much different than those of our students in seventh or eighth grade. By creating two

²⁷ For more detail on our Daily Schedule including Tutoring and Saturday School, please see page 57 of this Element.

²⁸ Thernstrom, Abigail M., and Stephan Thernstrom. "Great Teaching." *No Excuses: Closing the Racial Gap in Learning*. New York: Simon & Schuster, 2003. 55. Print.

²⁹ Grouping students into grade level academies is an approach that many high-performing charter schools with an expanded middle school have adopted (Casey, Ibid, p.23).

distinct academies we are readily able to address the different needs of our students will hold firm to our mission and educate all of our students for success in high school and in college.

Achievement Academy

In the Achievement Academy (grades 5 and 6), teachers and staff will help students to develop academic and social skills that will assist them in becoming high-achieving leaders on campus. The Achievement Academy will focus on building student proficiency and application in the core academic subjects of reading, writing and mathematics. In support of the academic needs of our student community, which has a large percentage of English Language Learners, we believe in getting back to basics and ensuring that all of our scholars can read, write and perform basic algebraic functions at or above grade level by the end of their fifth and sixth grade years. During these formative and foundational years, we will provide students with targeted, intensive academic and remedial support to move them up to grade level quickly.

Our English Language Arts program is designed around and focused on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition to the five key components of excellent reading instruction, Resolute Academy will offer a rigorous writing curriculum that will have a heavy focus on sentence structure, grammar, and paragraph formation. We will also focus on the use of proper English in speech. In the Achievement Academy we will introduce the teaching technique “Format Matters” to emphasize the importance of proper speech, including asking and answering questions in complete and clear sentences.

Our math curriculum in the Achievement Academy will focus on student mastery of both basic fact knowledge and “automaticity.” The science and social studies focus will provide Achievement Academy students with a solid base of academic skills necessary to accelerate their learning in these subject matters upon entry into the Excel Academy (grades 7 and 8). Furthermore, we believe that science and social studies teachers are also teachers of reading, writing and mathematics. By working collaboratively, science and social studies teachers are able to apply elements of basic mathematics, reading and writing to their daily lesson plans.

Excel Academy

Resolute Academy’s Excel Academy (grades 7 and 8) will build on the student’s strong foundation, set in the Achievement Academy (grades 5 and 6), to master the core academic knowledge and skills required of seventh and eighth grade students. Students will be introduced to content that is more challenging and complex. They will learn to synthesize, analyze and make inferences. In addition, science teachers will push students to develop hypotheses and test them using the scientific method. Students in the Excel Academy continue to build upon their existing knowledge to develop the academic skills necessary for high school and college success.

English language arts and mathematics continue to be the core focus of our academic program. We will accelerate the level of academic expectations and challenge students to improve their academic achievement. There will be less focus on enculturation, learning how to be a successful middle school student, and more focus on mentorship, with older students taking on

increasing leadership to their younger peers by modeling hard work and respectful behavior while consistently adhering to our school's DREAM values. Students will be disciplined, resilient, engaged, accountable and mature at all times.

In addition, Excel Academy students will also play significant roles in the school, such as serving as tour guides and school ambassadors, demonstrating their personal commitment to their current and growing education, and practicing the communication skills required of learners in the 21st century. In the Excel Academy, under the leadership of our High School Placement Coordinator,³⁰ we will prepare our students to compete for immediate entry into the most rigorous college preparatory high schools in Los Angeles and putting them on the road to high school graduation and college.

Upon matriculation from the Achievement Academy (grades 5 and 6) and then again from the Excel Academy (grades 7 and 8) as they enter high school, students will complete an exit interview that highlights areas of personal growth and challenges. We believe that the exit interview directly supports and reinforces our school's DREAM values and encourages our students to be engaged in the learning process, accountable for their own growth and articulate the ways in which they persevered despite the various challenges they faced. It is also a time for students to reflect upon their success academically and socially and to communicate those reflections effectively and clearly. The exit interviews will be led by the Head of School, and will include teachers, parents, and community partners.

Instructional Program

Resolute Academy will bring a highly structured environment, rigorous curriculum, and strategic approach to academics to the Florence neighborhood of South Los Angeles, a community in dire need of a quality, expanded middle school. The benefit of an early-start middle school, designed to close the achievement gap for students by eighth grade, will dramatically impact student success and prepare them for college preparatory LAUSD high schools which will, in turn, prepare them to gain admission into selective colleges and universities which would not otherwise have been possible for them.

A standards-based approach will drive every classroom. Using a model proposed by Paul Bambrick-Santoyo in *Leverage Leadership*,³¹ and as outlined in **Figure 1.08**, teachers will engage and implement data driven instruction in the following ways:

³⁰ We will hire a High School Placement Counselor in Year 4 to work with students and ensure that our mission of placing students in selective high schools across Los Angeles is being met. The position is provided for in our budget and described in more detail in **Element 5**.

³¹ Bambrick-Santoyo, Paul, and Brett M. Peiser. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass, 2012.

Figure 1.08: Data-driven Instructional Model

| Action Item | Reason for Action Item | How Teachers Complete Action Item | When Action Item is Conducted |
|--------------------|--|---|---|
| Assessment | Teachers define the roadmap for rigor | <p>Scope and Sequence Creation</p> <p>CA Standards are broken down into school standards and daily objectives</p> <p>Use CA State Assessments and Common Core to begin with the end in mind</p> | <p>Summer Professional Development</p> <p>Weekly Professional Development</p> <p>Teachers use common planning time to drive assessment and increase rigor in the classroom</p> |
| Analysis | <p>Where are students struggling and why</p> <p>Where are students achieving and why</p> | <p>TerraNova</p> <p>Accelerated Reader</p> <p>Scholastic Reading Inventory</p> <p>Teachers debrief with leadership team to evaluate instructional program and data on a weekly basis</p> <p>Common Rubrics</p> <p>Individualized and group tutoring</p> | <p>Professional Development/Data Days following all midterm and end of trimester exams</p> <p>Administer exams during student orientation to drive leveled groups throughout the year</p> |
| Action | Implement new teaching plans to respond to this analysis | <p>Teachers turn in lesson plans at the start of each week</p> <p>Teachers meet in grade level groups to discuss strategies for remediation/support and enrichment</p> | <p>Teachers meet in grade level groups during Professional Development</p> <p>Common Planning Time for Reading/Writing and Math A/Math B teachers</p> <p>Teachers effectively use</p> |

| Action Item | Reason for Action Item | How Teachers Complete Action Item | When Action Item is Conducted |
|----------------|---|--|---|
| | | Teachers specifically address ELL and SPED strategies within instructional units, scope and sequence and daily lesson plans | planning periods |
| Systems | Create systems and procedures to ensure continual data-driven improvement | <p>Teachers review data on a weekly basis to influence lesson plan development and execution</p> <p>Teachers use daily tutoring blocks to address supports for at risk students</p> <p>Teachers use data from midterm and end of trimester exams to inform progress to end of year goals</p> | <p>Common Planning Time</p> <p>Review of Weekly Show What You Know Quizzes</p> <p>Daily tutoring blocks assigned each Monday for students</p> <p>Professional Development/Data Days</p> |

Led by the Head of School, teachers will provide students with formative assessments, annual nationally normed assessment TerraNova, beginning-of-year diagnostics in the core subjects, frequent reading diagnostics, daily HW and Exit Tickets, weekly Show What You Know Quizzes and summative assessments - comprehensive midterm assessments, end-of-trimester assessments, annual state assessments. In these ways, administration and teachers can know what content the students have mastered and what areas require additional instruction, remediation or supports. Teachers can identify what group and individual supports are necessary in the classroom or as part of our daily tutoring Results class (for more detail on our daily schedule, please see **Figure 1.19** and **Figure 1.20**) for students to achieve and demonstrate mastery of the content and the skills in each subject area and at each grade level.³²

We address the needs of all students regardless of race, socio-economic status, ability, or primary language. Each student at Resolute Academy will receive a quality, college preparatory education tailored to meet his/her individual and diverse needs. We recognize that to afford students a more individualized educational experience requires the consistent collection and analysis of data. Through frequent formative and summative assessments, teachers and staff plan and implement lessons and interventions more effectively. This is particularly important and significant for English Language Learners, which we anticipate will be a significant subgroup within our school community (local average percentage of English Language Learners is 25%), and for those students with special needs. *Charter Schools in Action* examines this idea further:

³² For more detail on Assessments, please see **Elements 2** and **3**.

“In this smaller and more stable environment, the school can focus on the needs of individual children rather than batch-processing them.”³³ Before and after-school tutoring and individualized learning plans and contracts are widely used to tailor instruction and help all diverse learners succeed. At Resolute Academy, every action is guided by the following core beliefs.

All students can learn.

*“The research is clear: Rigorous standards, associated with frequent assessment and other effective techniques allow students from every economic and ethnic background to succeed.”*³⁴

Students can and will succeed despite the disadvantages imposed by socio-economic difficulties, race, ethnicity, home language, or family educational level which are often referenced as reasons why students in low-income communities cannot achieve academic success. “Across the country, dozens of schools with high concentrations of low-income children are proving that poverty is not the cause of academic failure.”³⁵ All students are supported through individualized and group tutoring. Enrichment activities are provided for those students who are achieving at or above grade level in academic content areas. Teachers use diagnostic assessments and all subsequent data 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.

Relentless focus on literacy is critical.

*“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.”*³⁶

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 is a teacher of literacy.

Through double blocks of literacy (114 minutes each day, for 570 minutes per week) and 55-minute twice-weekly Leveled Reading Groups, students are supported in the development of reading and writing across the curriculum. In accordance with the Common Core, each teacher will use non-fiction and expository texts in the classroom to promote mastery and comprehension of the material. Social Studies teachers (social studies is offered 57 minutes per day, for 285 minutes per week) will supplement their curriculum by using current news and scholarly periodicals, as well as other reputable sources, to engage students in current debates and bring history to life. Science teachers (science is offered 57 minutes per day, for 285 minutes

³³ Finn, Chester E., Bruno V. Manno, and Gregg Vanourek. "Beyond the Schoolhouse Door: Building Communities." *Charter Schools in Action: Renewing Public Education*. Princeton, NJ: Princeton UP, 2000. 230.

³⁴ Reeves, Douglas B. "The 90/90/90 Schools: A Case Study." *Accountability in Action: A Blueprint for Learning Organizations*. [Edgewood, CO]: Advanced Learning, 2004. 185-96. Print.

³⁵ Carter, Samuel Casey. *No Excuses: Lessons from 21 High Performing, High Poverty Schools*. Washington, D.C.: Heritage Foundation, 2000.

³⁶ Price, Hugh B. *Achievement Matters*. NY: Kensinton, 2002.

per week) will focus on the Scientific Method and will train students to conduct research in order to produce lab reports and informed hypotheses. Math teachers will focus on literacy through a consistent use of word problems and print-rich materials. Leveled Reading Groups, run by Resolute Academy leadership and staff, are differentiated according to Lexile Level³⁷ as determined by the Scholastic Reading Inventory (SRI) administered during student and parent orientation and again at the end of the year.

In addition to the SRI which is administered at the beginning and end of the academic year, students have an Independent Reading (IR) book which they will bring with them to school daily and for which we set clear and ambitious reading goals. Students may choose an Independent Reading Book either from their home or class library as long as it is within the appropriate reading level. Each teacher has a classroom library that contains books which are labeled and grouped according to reading level. This makes it easy for students to identify which books are available to them and assists teachers in keeping track of student growth. Furthermore, it ensures that students are reading books that are appropriate and accessible to them. In the beginning of the year, teachers will work with students to choose the appropriate books and create investment and joy surrounding reading.

Upon completion of each book, students will take an Accelerated Reader (AR) test which will keep track of their “words read” and comprehension. Students may take Accelerated Reader tests during their Advisory period. Teachers oversee the exam to ensure that students are acting with integrity, and review data from Accelerated Reader on a weekly basis. Based on research conducted by Hart and Risley on the correlation between vocabulary development and academic success, “The [vocabulary] gap seemed to foreshadow the findings from other studies that in high school many children from families in poverty lack the vocabulary used in advanced textbooks.”³⁸ Not surprisingly, therefore, students from low-income communities are less likely to be engaged in Honors or Advanced Placement course at the high school level, making them less competitive for admission into selective colleges or universities. Literacy instruction is imperative for student success in high school and college, and so we more than double our use of time and curricular resources to take on this challenge.

Teacher quality matters.

“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.”³⁹

Leadership and staff at Resolute Academy believe that consistent, targeted feedback to teachers is a key lever in improving their instructional practice and efficacy, thus in improving student

³⁷ Lexile Levels are defined as the student’s reading growth or the difficulty of a text based upon, in this case, the Scholastic Reading Inventory. Students match their Lexile Level with the Lexile Level placed on texts and are able to maximize and grow their ability to read with fluency and comprehension.

³⁸ Hart, Betty, and Todd R. Risley. “The Early Catastrophe The 30 Million Word Gap by Age 3.” *American Educator* (2003): n. pag. Print.

³⁹ William L. Saunders and June C. Rivers. *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

academic performance and helping students to achieve success.⁴⁰ 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.”⁴¹

Resolute Academy teachers are actively coached in their lesson planning and instructional execution. Observations and debriefs conducted by the Resolute Academy Head of School in year one and Director of Curriculum and Instruction beginning in year 3, take place twice weekly and active coaching is a part of the professional culture. Teachers understand that to be effective in the classroom requires immediate feedback and implementation. Teachers are evaluated using qualitative rubrics which are differentiated according to the type of observation (Formal or Informal). Following each informal observation conducted by the Resolute Academy Head of School in year one and Director of Curriculum and Instruction beginning in year 3, teachers are debriefed; action steps are created and implemented. Once each trimester, teachers receive a formal observation for a total of three formal observations annually. Formal observations are longer in length; they can range anywhere from 40 minutes to one hour. Debriefs occur following each observation and the Head of School keeps all observation notes in each teacher’s files.

The three formal observations in addition to all informal observations are assembled to inform the end-of-year evaluation. The evaluation process is comprehensive and all teachers are observed on a consistent cycle throughout the year.

Instructional practices and pedagogy are informed by data.

“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.”⁴²

Data collection and analysis are critical to a student’s academic success. During student and parent orientation, incoming students take research-proven assessments including the Terra Nova which provides a benchmark against which all future student growth can be measured, and the Scholastic Reading Inventory (SRI) “which provides immediate, actionable data on students’ reading levels and growth over time.”⁴³ Standards-based assessments⁴⁴ afford teachers the opportunity to differentiate instruction and supports based on areas of individual needs and strengths. Formative and summative assessments will be administered throughout the year through daily exit tickets, weekly quizzes, ongoing projects and essays, along with mid-term and

⁴⁰ Haycock, Kati. “Good Teaching Matters-How Well Qualified Teachers Can Close the Gap.” *Education Trust*. 1998.

⁴¹ 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.

⁴² Babmrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA; Jossey-Bass, 2010.

⁴³ "Scholastic Reading Inventory: Reading Assessment and Progress Monitoring for Grades K-12." *Scholastic Reading Inventory: Reading Assessment and Progress Monitoring for Grades K-12*. N.p., n.d. Web. 10 Nov. 2012. http://teacher.scholastic.com/products/sri_reading_assessment/index.htm .

⁴⁴ We are exploring the use of internally created assessments such as those developed at Nashville Prep and Roxbury Prep versus externally created assessments such as those used by Excel Academy.

trimester assessments to provide time-sensitive data which will inform real-time instruction and tutoring plans for cohorts during the daily tutoring Results periods.

A highly-structured learning environment supports achievement for all learners.

“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 in its students.”⁴⁵

In accordance with our mission, students will leave the eighth grade prepared to tackle the rigors of and excel within highly selective high schools and colleges. In order to fulfill our mission, students must receive targeted academic instruction and be removed from external distractors. Maslow’s Hierarchy of Needs illustrates that when physiological and safety concerns are met, an individual can achieve more personally and professionally (self-actualization).⁴⁶ We take this same approach to education, and therefore, Resolute Academy functions on highly systematized routines and procedures for handing in homework, conducting hallway transitions, and establishing classrooms routines through daily white board configurations, which collectively allow students to focus attention on instruction and attain mastery of the standards being taught.

Extended time on task - all day and throughout the year - is key.

“The day is organized for nonstop learning, and the children generally go home with hefty homework assignments.”⁴⁷

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. We provide an extended day (7:45 am - 4:00 pm) and an extended school year (189 days). Students receive more instructional hours on a daily and annual basis than their peers in Los Angeles Unified Public Schools. Please see **Figure 1.18** on page 57 of this Element for more information regarding our extended year.

Time spent in classrooms must be structured in order to be effective and to support all learners. Teachers are efficient; they turn in lesson plans one week in advance and receive feedback from the Resolute Academy Head of School in year one and Director of Curriculum and Instruction beginning in year 3. Teacher materials are ready and students are required to have the same materials for all courses. These simple structures allow for more learning to take place within the academic school day. Resolute Academy offers fifty minutes of extra tutoring daily (4:00 pm - 5:00 pm) and ten Saturday Academies from 8:00 am to 12:00 pm throughout the school year.

⁴⁵ Carter, Samuel Casey. *No Excuses: Lessons from 21 High Performing, High Poverty Schools*. Washington, D.C.: Heritage Foundation, 2000.

⁴⁶ Kunc, Norman. "The Need to Belong: Rediscovering Maslow's Hierarchy of Needs." *The Need to Belong: Rediscovering Maslow's Hierarchy of Needs*. N.p., n.d. Web. 10 Nov. 2012.
<http://www.broadreachcentre.ca/articles/arnaslow.htm> .

⁴⁷ Thernstrom, Abigail M., and Stephan Thernstrom. "Great Teaching." *No Excuses: Closing the Racial Gap in Learning*. New York: Simon & Schuster, 2003. 55. Print.

Parents are our partners.

“There is no substitute for the parent or primary caregiver’s role as a child’s first teacher, best coach and most concerned advocate.”⁴⁸

Since families are critically important to the success of a student, we proactively provide multiple venues, formal and informal, for parents to get involved at Resolute Academy. Targeted, specific and consistent family engagement promotes strong educational outcomes for students. Parents can participate in Resolute Families for Excellence which meets monthly to discuss student success, school concerns, and opportunities to further grow and support the school. Parents, similar to students, annually review and sign a Parent Contract which details their unwavering 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.

Character development must be taught.

“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 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.”⁴⁹

Advisory is a core and critical component of the school day. With the exception of Wednesday, students engage in an AM Advisory for 15 minutes per day, and in a cohort size of 30. Students have the same advisory throughout all four years at Resolute Academy, which is both strategic and purposeful in our intention to create a seamless culture based on our core values. To support their growth as students, community members, and maturing individuals, Resolute Academy students are taught the school’s DREAM values. We teach our students to become intrinsically motivated, self-aware and lifelong learners through being Disciplined, Resilient, Engaged, Accountable and Mature in and out of the classroom.

Curriculum

Resolute Academy’s curriculum is aligned with and fully informed by the California State Content Standards and the Common Core. Leadership and staff analyze state and national content standards throughout professional development to create internal school standards for grade and content areas. Prior to determining the curriculum, Resolute Academy will engage in thoughtful and detailed analysis of best practices used by successful schools in the Los Angeles area serving similar demographics.⁵⁰ At the start of summer teacher orientation, teachers will be

⁴⁸ Fan, Xitao, and Michael Chen. “Parental involvement and student’s academic achievement: A meta-analysis.” *Educational Psychology Review*, 13(1)(1999): 1-22.

⁴⁹ Shulkind, Sarah B., and Jack Foote. “Creating a Culture of Connectedness through Middle School Advisory Curriculums.” *Middle School Journal* 41.1 (2009): 20-27. Print.

⁵⁰ This includes, but is not limited to, BES schools Endeavor College Prep, Valor Academy, and Synergy Academies in Los Angeles, Capitol Collegiate in Sacramento, and the KIPP schools across California.

given a detailed scope and sequence developed by the Head of School and will work backwards to design appropriate standards-based internal benchmarks to be given three times per year at the end of each trimester. Benchmarks will measure student achievement and will serve as predictors for student performance on state assessments such as the California Standardized Test (CST/STAR). Resolute Academy teachers will use a method, informed by Uncommon Managing Director Dana Lehman, known as the Curriculum Alignment Template (CAT) to breakdown and “unpack” standards to develop a year-long assessment plan, pacing guide, weekly and daily assessments with clear and concise daily objectives. Many schools in Los Angeles such as Valor Academy, Endeavor College Preparatory and Equitas Academy use the CAT to breakdown and unpack standards. All lesson plans will follow the gradual release or “I do, we do, you do” format (explained in greater detail below) in which the cognitive work is led first by the teacher, then shared with students, and each class provides extensive time and emphasis on independent practice. Twenty-five minutes of each fifty-five minute lesson plan will be dedicated to independent practice because if students are to master the material, they need to do the cognitive “heavy-lifting.”

Instructional Framework

Resolute Academy 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 Model⁵¹

As outlined in **Figure 1.09**, teachers at Resolute Academy implement The Gradual Release of Responsibility Model inspired by Pearson and Gallagher.⁵²

Figure 1.09: Gradual Release Instructional Model

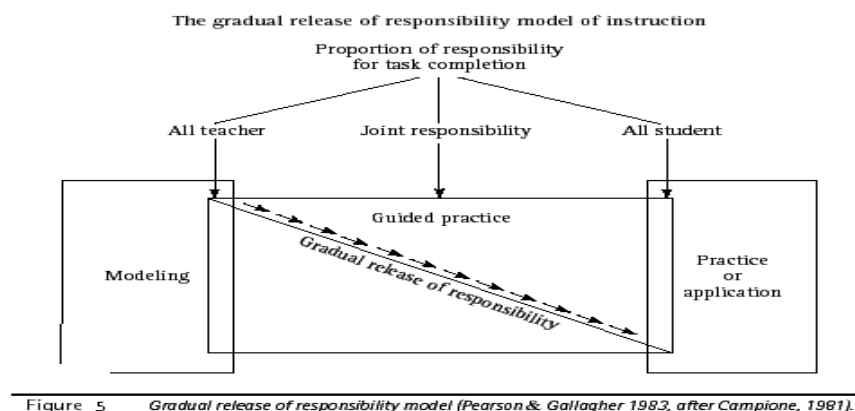


Figure 5 Gradual release of responsibility model (Pearson & Gallagher 1983, after Campione, 1981).

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

⁵¹ Fisher, Douglas. "Effective Use of the Gradual Release of Responsibility Model." N.p., n.d. Web. 1 Nov. 2012.

⁵²http://www.gomiem.org/files/handouts/sif28_4.pdf

- **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.

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.

Common Blackboard Configuration

All teachers, regardless of content area, will use a common Blackboard Configuration (BBC). Championed by Dr. Lorraine Monroe, founder of Frederick Douglass Academy in Harlem, NY, the BBC holds teachers accountable for the scope and sequence of daily lesson plans. Teachers systematize routines such as Oral Drills⁵³ and Exit Tickets to normalize classroom expectations and ensure that academic objectives are shared with students. Teachers dedicate at least 25 minutes of each class period for Independent Practice; teachers allocate specific times for different activities, holding themselves and students accountable for the pacing of the lesson. Resolute Academy’s BBC will be as follows: **Standard, Objective or AIM, Main Instructional Components, and Homework Assignment.**

Curriculum Planning

Resolute Academy’s academic program rests upon a rigorous curriculum with an emphasis on English Language Arts, mathematics, science, and history. It is designed to dramatically accelerate student learning and promote high levels of student achievement. All of the courses at Resolute Academy align with the CA State Standards and implement the Common Core. All members of the Resolute Academy staff will work relentlessly to ensure that upon matriculation

⁵³ Lead Founder, Natasha Barriga-Siperstein, observed, recorded and analyzed the success of Oral Drills at North Star Academy in Newark, New Jersey.

from grade 8, all of our students, regardless of their level of proficiency upon entry, are academically prepared to enter high school programs that require students to engage with advanced college preparatory curricula.

During summer professional development (held for 20 days or four weeks before the start of the school year), academic faculty will perform a detailed item by item analysis of assessments, including released CST items and TerraNova⁵⁴ exams, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level. Once thoroughly analyzed and identified, those specific, measurable areas of skills and content are further informed by the California State Standards to create the specific, rigorous and measurable internal academic standards of Resolute Academy for each course in each grade.

We use our internal Resolute Academy standards to generate a Curriculum Alignment Template (CAT) for each academic course. The CAT includes the Resolute Academy internal standard, alignment to the California State Standards, teaching activities to assist students with mastering these standards, the knowledge and skills students must master and assessments used to track student performance. These same CATs are then used to create midterm and end of trimester exams for each class. Teachers ensure that every California State Standard and internal standard is addressed with a class lesson, and that every class lesson addresses at least one standard, guaranteeing a high degree of accountability to teaching the standards and ensuring students master all of the necessary content and skills at each grade level.

Detailed Lesson Planning

Teachers are required to submit daily lesson plans to the Head of School in year one and Director of Curriculum and Instruction beginning in year three one week in advance.⁵⁵ All lesson plans will follow the same instructional format based on Madeleine Hunter's Five Step (often times seven step) Lesson. Hunter believed "that a systematic consideration of seven elements which research has shown influential in learning and which therefore should be deliberately included or excluded in planning instruction, will make the difference in learners success or lack thereof it."⁵⁶ Hunter's Five Step Lesson Plan requires teachers to begin with the state standard and to create objectives based on the skills and knowledge students must acquire to achieve mastery. Teachers create an Exit Slip to guide their planning. By backwards planning, teachers are more effectively able to discern what essential information must be conveyed to students. In addition, it pushes them to effectively allocate time constraints to each activity to ensure that no instructional minutes are wasted. Using the template, teachers script their lessons and anticipate misconceptions and student questions. Teachers insert areas for Cold Calls (calling on students randomly) as well as indicate leveled groupings for group work. This attention to detail ensures that all teachers are planning with the end in mind and that students are on track to attain mastery of the standards.

⁵⁴ The TerraNova is administered to all students at the start of the school year and is used to track individual and whole class growth.

⁵⁵ Lesson Plans will be submitted to the Head of School Y1 and to Director of Instruction all consecutive years for review. Lesson plans will be revised and specific, targeted feedback will be given.

⁵⁶ Russell, D., and M. Hunter. *Planning for Effective Instruction Lesson Design*. Los Angeles, CA., Seeds Elementary School. 1976.

School-wide Systems and Structures

Instructional time in the classroom is sacred. As such, we sweat the details so that learning can occur in the classroom for every student. In accordance with a “broken windows”⁵⁷ theory, we believe that a school that looks, sounds and feels collegial is more likely to be collegial. Kelling and Wilson presented the idea that “‘untended’ behavior also leads to the breakdown of community controls. We create a school community that tends to behavior, and creates a place in which the adults care about all of the details. Student dress code is strictly enforced, teachers and students maintain orderly classrooms, all students are held accountable for the decisions they make and academic and behavioral performance. We believe that by focusing intently on these “small” details, major infractions are less likely to occur. We implement a system of routines and procedures for such items as homework collection, class work distribution, classroom transitions, backpacks, lunch, and classroom materials to minimize time spent on non-instructional activities. Our objective is to maximize student learning and achievement; throughout the year, systems will be revised and refined to ensure that Resolute Academy leadership, students, and staff are fulfilling our mission and preparing students for success in selective high schools and colleges.

Teaching Methodologies

Student engagement is a critical component to academic achievement. Based on the seminal work of *Teach Like a Champion*, Resolute Academy will implement the techniques outlined in **Figure 1.10** with consistency and fidelity to create and support a culture of high academic and behavioral expectations.⁵⁸ As Doug Lemov indicates, the “great masters leverage a proficiency with basic tools to transform the rawest of material (stone, ink, paper) into the most valued assets in society”⁵⁹ and so, too, do teachers with basic tools build student engagement in learning.

| Figure 1.10: Instructional and Engagement Techniques | | |
|--|---------------------------|--|
| Technique | Type | Description |
| Format Matters | High Academic Expectation | Teachers expect and wait for students to answer questions in full and complete sentences. Students who do not answer in complete sentences will be prompted to <i>Do it again</i> until they have done so properly. |
| Begin with the End | Lesson Planning | Teachers use state standards to plan a scope and sequence, unit assessments, weekly assessments, daily objectives and daily lesson plans. This ensures that all lesson plans are rigorous and aimed at mastery of state standards. |
| Shortest Path | Lesson Planning | Teachers will be taught that “more” technology etc. does not correlate with effective instruction. |

⁵⁷ Kelling, George L., and James Q. Wilson. "Broken Windows." *The Atlantic*. The Atlantic, n.d. Web. 12 Apr. 2013.

⁵⁸ Lemov, Doug. *Teach like a Champion: 49 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass, 2010. Print.

⁵⁹ Ibid.

Figure 1.10: Instructional and Engagement Techniques

| Technique | Type | Description |
|-------------------------|------------------------------|---|
| | | Teachers will design lesson plans based on proven, research-based techniques. |
| Draw the Map | Lesson Planning | Teachers will create seating charts for each class and will design a space that has relevant content information on the walls because the physical environment supports academic achievement. |
| Cold Call | Student Engagement | Teachers will call on students from a variety of subgroups. Students will not raise their hands to answer questions, rather teachers will strategically develop a system with which to group students and obtain relevant data about student comprehension of the skills and content being taught and assessed. |
| Everybody Writes | Student Engagement | Teachers give students time to write answers to questions prior to engaging in a discussion. All students benefit from taking the time to express ideas in writing, especially in short intervals, prior to articulating them publically. |
| STAR | Classroom Culture | Students sit in STAR. S-Sit up, T-Track the Speaker, A-Ask and answer questions, R-Respect those around you. |
| Strong Voice | High Behavioral Expectations | Students and teachers will use specific, concrete language and the appropriate tone when addressing each other. Students will learn that tone and language change depending on the audience. |
| Do It Again | High Behavioral Expectations | When students are unable to complete a task, such as a transition or passing in homework incorrectly, they will be told to repeat the action until they have done it perfectly. This ensures that students do not merely complete the action, but that they do it properly. |
| Warm/Strict | Character | Teachers will be unapologetic about having high behavioral and academic expectations and will hold students to them while being warm and caring. |

Core Subjects

Students at Resolute Academy will receive instruction in five core content areas daily. Students in grades five and six will receive double blocks of reading and math, but they will transition into

one English class in seventh and eighth grade. Math instruction will be separated into two blocks in the sixth grade (Procedures and Problem Solving), and students will transition into single math periods in the seventh and eighth grades. As outlined in **Figure 1.11**, the scope and sequence for all core classes in grades five through eight.

| Figure 1.11: Resolute Academy Scope and Sequence | | | | |
|---|--|---|--|--|
| Content Area | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| English Language Arts | Reading Writing | Reading Writing | English | English |
| Mathematics | Procedures Problem-Solving | Procedures Problem-Solving | Pre-Algebra | Algebra 1 |
| History/Social Studies | United States History and Geography: Making a New Nation | World History and Geography: Ancient Civilizations | World History and Geography: Medieval and Early Modern Times | United States History and Geography: Growth and Conflict |
| Science | Science | Earth Science | Life Science | Physical Science |

Based on this scope and sequence, the following narratives identify the primary focus and purpose of each of the core subjects. We believe that to ensure their success in high school and college we must create an academically challenging curriculum. “Only students who plan to go to selective colleges...have any incentive to take tough courses and study hard for the rest of their high school career.”⁶⁰ This idea will consistently be reinforced and messaged to our students. Students will continue to build upon the culture of high expectations that we have set in middle school to create an intrinsic motivation to succeed in high school and in college.

English

Reading proficiency is critical to a student’s success in high school and college. Based upon our projected population our students will primarily be from socio-economically disadvantaged homes and a high percentage will be English Language Learners. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is more affluent.⁶¹ Through the use of research proven materials, Resolute Academy will create a rigorous English curriculum based on state content standards. To provide students in at all grade levels, but particularly in the fifth and sixth grades when we anticipate students will need the most remediation, with more practice, students will be engaged

⁶⁰ Coddling, Judy, and Mark Tucker. “Setting High Standards for Everyone.” *The Jossey-Bass Reader on School Reform*. Jossey-Bass: San Francisco , CA. 2011.

⁶¹ Hart, Betty, and Todd R. Risely. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educato*. Spring 2003.

in double blocks of literacy instruction, for a total of 570 minutes. One block will be dedicated to reading fluency and comprehension. Students who are identified as reading at or below grade level based on the Scholastic Reading Inventory or TerraNova given at student orientation will receive intensive phonics and phonemic awareness during the Results period of the day.

Resolute Academy will use components of The Chicago Reading Initiative⁶² (CRI) framework, a research-based approach to literacy to supplement literacy instruction. The CRI framework focuses on the four components of the Reading Instruction Framework - word knowledge, fluency, comprehension and writing - to meet the diverse needs of all students. The CRI framework supports NCLB by providing a structure within which targeted literacy instruction, which includes two or more hours during the school day and professional development for teachers, can and will occur, thereby improving the literacy of our students. Specifically, our approach includes all of the following.

- **The Read Aloud:** Teachers set aside time to read orally to students. This occurs on a consistent basis and may be used in conjunction with other strategies such as cold calling in an oral reading activity class wide. Teachers select a text to read aloud that is above students' independent reading level but at their listening level. This ensures that students are exposed to more academically challenging vocabulary and are able to listen to a reader who modulates their expressions, tone and who reads with fluency. In addition, it affords students the opportunity to interact with a variety of texts that they may not have otherwise been able to access. Over the course of the year, teachers increase the length, complexity, and type of text. To address the Common Core and ensure that students are being exposed to non-fiction, teachers at Resolute Academy will use expository, non-fiction texts whenever possible and particularly as complimentary texts to the central fictional texts at each grade level.
- **Scaffolding Comprehension Strategies:** The teacher strategically releases instructional support, as evidenced by Pearson and Gallagher's "Gradual Release of Responsibility Model," until the student is able to perform the task independently. Teachers at Resolute Academy recognize the impact and importance of independent work for students. According to Dorn and Soffos (2001),⁶³ "a scaffolded model of instruction might proceed as follows: modeling-teacher does, students watch; coaching-teacher does, students help; scaffolding-students do, teacher helps; and fading or "releasing control"-students do, teacher watches."
- **Making Connections:** We recognize that strategic thinking is facilitated by prior knowledge about a topic and the ability to make meaningful connections to improve comprehension. For many of our students, especially those who come in below grade level, making connections to texts based on their own experiences will be vitally important to their comprehension of the material. "Relating the selection to students' lives is a powerful way to engage students in a text and to facilitate their comprehension" (Tierney & Readance 2000, p. 33).⁶⁴ As students progress and become better, more fluent

⁶² More information about the CRI may be found at <http://cri.cpsk12.us/>.

⁶³ Dorn, L., and Soffos, C. *Shaping Literate Minds*. Portland, ME: Stenhouse Publishers. 2001.

⁶⁴ Tierney, R., and Readance, J. *Reading Strategies and Practices: A Compendium*. Boston: Allyn & Bacon. 2000.

readers, we will push students to make connections across texts and across academic content areas.

- **Vocabulary:** Teachers explicitly instruct and develop vocabulary as it pertains to their content area. Teachers provide students with word lists at the beginning of each novel, chapter, or selection of text that they must read independently, helping students as they read independently to better comprehend the text. During class time, teachers use a variety of strategies to teach vocabulary. We know that students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent. Therefore, by the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words per year outside-of-school (25 to 35 books or the equivalent) which should take 15 to 30 minutes per night; this is in addition to the 1.7 million words of in-school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000 words. Although teaching vocabulary strategies (e.g. word families, scaffolding) helps retention rates, the vast majority of new words *can be learned only through reading*. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade. We are committed to having our students engage with, read and tackle more than 25 books a year. To do this, we will emphasize and promote the use of Accelerated Reader. We firmly believe that as students begin to read more fluently and comprehend the material the love of learning and reading will emerge.
- **Engaging Students in Sustained Collaborative Discussion:** Discussion is an important strategy for enhancing understanding, clarifying and refining meaning, making connections, inferring and synthesizing information. It is an important and invaluable social function in the classroom. It affords students the opportunity to voice their opinions, learn to express disagreement and collaborate with their peers. Furthermore, it provides students with a forum to articulate ideas and inquire about misunderstanding in an academic setting and with academic vocabulary.

The second block will focus on writing and the writing process. Resolute Academy will use elements of the CRI in writing as well. For direct grammar instruction, students in the fifth and sixth grades will use Shurley Grammar⁶⁵ which is specifically designed for students who have not yet mastered grammar and its basic use. Students will not only learn the basic parts of speech and their functions, but they will understand the intricacies of sentence structure and be able to transfer their knowledge directly onto paper.

- **Learning to Write:** Writing is a complex process and requires students to translate their thoughts onto paper while developing ideas, drafting them, and putting forth a finished product. We anticipate that this process will be new for many of our students, so we will explicitly teach each aspect of the writing process: brainstorming, drafting, revising/editing, and producing the final product. Our fifth and sixth graders will greatly benefit from the structure and security of following this process and it will enable

⁶⁵ <https://www.shurley.com/?15a765833b0f8c4c13970c16ee7b>

teachers in seventh and eighth grade to dive deeper into texts and require higher levels of analysis from students.

Students will work through the writing process focusing intensely on grammar and structure. Starting in the seventh grade, reading and writing classes will merge to form one two-hour English class focused on critical thinking, research, and extended writing assessments. Seventh and eighth grade students will work on cross-curricular projects with science and social studies, focusing on synthesis and argument rather than narratives. Students will use grade-level recommended books.⁶⁶ Writing at the seventh and eighth grade levels will encourage and push students to:

- Compose fictional and autobiographical narratives
- Write literary responses demonstrating careful reading and thorough comprehension
- Organize ideas in a clear and linear fashion to produce written works that engage readers
- Provide evidence to support their stated position
- Address counterarguments
- Provide summaries of reading materials that include main idea and supporting details
- Use quotations and the student's own words to reflect a deep understanding of the text
- Synthesize information from a variety of texts, genres and content areas
- Produce research reports and demonstrate critical thinking skills

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 third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”⁶⁷ Through our intensive focus on reading and writing in English Language Arts and across the curriculum we are committed to improving literacy rates for our students so that they will be able to access the secondary and post-secondary educational option of their choosing.

Mathematics

Without a solid foundation in mathematics, and a focus on algebra, many “children will be tracked into an economic underclass.”⁶⁸ The majority of students at Resolute Academy come from economically challenged households and moving out of poverty is one of the driving forces behind their education. It is imperative, then, that students develop basic algebraic skills at the middle school level so that they can access content at a richer and deeper level in high school and college. Using the Curriculum Alignment Template, designed by Uncommon Managing Director Dana Lehman, teachers backwards plan using state standards as a guide for instruction. Mathematics in the fifth and sixth grades is separated into two distinct courses: Procedures and Problem Solving. Students acquire the basic foundational skills in Math Procedures required to solve more complex and difficult concepts in Problem Solving. In addition, the Mathematics Problem Solving course relies heavily on word problems, thus integrating literacy across the

⁶⁶ <http://www.cde.ca.gov> .

⁶⁷ National Research Council, 1998 <http://www.ed.gov/inits/americanreads/ReadDiff> .

⁶⁸ Moses, Robert P. "Excerpts from Remarks on the Struggle for Citizenship and Math/Sciences Literacy." *Journal of Mathematical Behavior* 13 (1994): 107-11.

curriculum. In the seventh grade, the two math classes merge and students take Pre-Algebra. In the eighth grade, students take a full year of Algebra.

We offer Algebra because “multiple research studies indicate that students who complete algebra by the end of eighth grade with a C or higher are more college ready than students who do not. According to a report by the Office of Shared Accountability (OSA) from Montgomery County Public Schools in Maryland, students who took Algebra I by eighth grade were far more likely to take calculus in high school.” Taking calculus in high school prepares students for the level of rigor expected in postsecondary options and students are much more likely to attend a four-year university.⁶⁹

Social Studies

Students in the fifth through eighth grades receive one hour of social studies instruction daily. Social Studies instruction is supplemented with non-fictional texts, based on the state and national content standards being taught. Students use literacy skills to engage with a variety of perspectives on the history of the United States and of the world. Students are explicitly taught key vocabulary and content which is imperative in order to ensure that students are able to master the objectives. Students analyze primary and secondary sources to make connections and synthesize different points of view and write extended responses using multiple sources.

E.D. Hirsch writes, “History and science become meaningful if they are taught in a sustained and coherent way. All those currently fragmented hours devoted to ‘language arts’ need to include the worlds of nature and history, literature, art, and music that will build the knowledge and vocabulary of children, and enable them to become readers in the true sense.”⁷⁰ This idea is in accordance with the Common Core State Standards, which “specify the literacy skills and understandings required for college and career readiness in multiple disciplines” and prepare students to “develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.”⁷¹

Science

In the fifth through eighth grades, students receive one hour of science instruction daily. Supplemented by non-fiction and expository texts, science teachers promote and support both literacy and mathematics instruction. With the proper guidance and explicit directions from teachers, students conduct scientific research and investigations, write lab reports, and engage with lab materials. Students develop academic knowledge and vocabulary, as well as skills such as research and synthesis, which will prepare them to successfully navigate science courses in high school and college. Teachers use literacy standards outlined in the Common Core Standards to drive instruction.⁷²

⁶⁹ http://www.collegespark.org/files/documents/Grantees_in_the_news/MSCollegeReadinessReport%20FINAL.pdf

⁷⁰ Hirsch, Jr., E.D. “Overcoming the Language Gap: Make Better Use of the Literacy Time Block.” *Education Week* 2 May 2001. Print.

⁷¹ <http://www.corestandards.org/ELA-Literacy>.

⁷² <http://www.corestandards.org> .

Figure 1.12 outlines the skills and content knowledge required of students in the core subjects.⁷³

| Figure 1.12: Skills and Knowledge in the Core Subjects |
|---|
| Grade 5 |
| Mathematics: Understand place value to billions and thousandths; compute with very large and very small numbers, positive integers, decimals, and fractions; understand the relationship between decimals, fractions, and percents; perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals; add and subtract integers; use variables in simple expressions; compute the value of the expression for specific values of the variable; understand and compute the volumes and areas of simple objects; identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures; display, analyze, compare, and interpret different data sets; problem solve; graph points on a coordinate plane; think critically. |
| Reading: Develop vocabulary through spelling, decoding, understanding of imagery, Greek and Latin roots and affixes, context clues, and dictionary skills; fluently read aloud narrative and expository texts; identify and analyze the characteristics of poetry, drama, and other types of fiction and nonfiction; identify and analyze plot conflict; contrast character traits; understand and recognize theme; evaluate archetypes used in mythical and traditional literature; summarize main ideas and supporting details of nonfiction texts; use textual evidence to determine author’s point of view; understand how text features make information accessible and usable; analyze chronologically organized texts; draw inferences, conclusions, or generalizations supported by textual evidence; distinguish facts, supported inferences, and opinions in texts; compare and contrast across texts and in the same genre; evaluate how a narrator’s point of view influences the text; describe the impact and contribution of multimedia on the meaning of a text. |
| Writing: Demonstrate control and command of the conventions of the English Language-capitalization, punctuation, grammar; write opinion pieces with controlling topic sentences; provide evidence to support claims; write expository texts; write narratives; engage in the revision process(drafting, revision, submission) to produce clear and coherent writing; write independently over an extended period of time. |
| US History and Geography – Making a Nation: Study of American History up until 1850 beginning with Native American Culture. A focus on European exploration, colonialism, the Enlightenment and its philosophers, the Revolutionary War, Westward Expansion the foundation of the American Government, democracy and the Constitution. Memorization of the 50 states and their capitols. |
| Science: Engage in the scientific process; plan and conduct investigations; plan and evaluate labs using dependent, controlled and independent variables; select and use the appropriate tools for labs; record data using graphs and draw conclusions based on data collected; write scientific lab reports based on findings. Trimester One-Physical Science: Study elements and their contributions; analyze and understand chemical reactions; understand the properties of solids, liquids and gaseous substances; define chemical reactions, atoms, matter, solids, liquids, gases; living organisms and most materials are composed of elements; identify instruments used by scientists to discern atoms and molecules. Trimester Two-Life Sciences: Identify and understand plant and animal structures; define and be able to explain the transport |

⁷³ http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf
http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf

Figure 1.12: Skills and Knowledge in the Core Subjects

of materials, digestion, waste disposal process for plants and animals. **Trimester Three-Earth Sciences:** Define, evaluate and analyze the water cycle (evaporation, condensation); movement of water on earth; ocean and land formations.

Grade 6

Mathematics: Compare and order positive and negative fractions, decimals, and mixed numbers; solve problems involving fractions, ratios, proportions, and percentages; utilize algebraic expressions and equations; apply the order of operations; solve, graph and interpret simple linear equations; analyze and use tables, graphs, and rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.

Reading: Determine unfamiliar word meanings through use of Greek and Latin roots and affixes; determine meaning of figurative language; read aloud with pacing, intonation, and expression; cite and use textual evidence to identify author’s purpose; utilize print and electronic dictionaries and thesauri; identify textual organizational structures; determine the figurative and literal language meanings; analyze how tone and meaning is conveyed in poetry; identify and analyze characteristics of various types of nonfiction texts; identify characteristics of different forms of prose; identify and use structural features of popular media; analyze compare-and-contrast texts; analyze the way in which sentences add to the overall structure of a text; trace and evaluate author’s argument; distinguish claims that are supported with reason and evidence from those that are not; compare and contrast different authors’ presentation of similar events.

Writing: Identify and utilize eight basic parts of speech (adding interjection to previous list); use common phrases, clauses, simple, compound, and compound-complex sentences; use correct punctuation, capitalization, spelling, and subject-verb agreement; write expository compositions, research reports, speeches, responses to literature, and narratives employing specific details; revise writing to improve level of detail; employ various textual organizational structures; create outlines and logical notes; utilize books and the Internet to complete research projects; apply research steps for completing projects; create multimedia presentations; deliver formal presentations; gather relevant information from a variety of different sources; assess the credibility of each source and paraphrase important information while avoiding plagiarism; produce a basic bibliography using MLA format; use technology to produce and publish writing; be able to type three pages in a single sitting.

World History and Geography – Ancient Civilizations: Study the people and events that brought about Western and non-Western ancient civilizations; evaluate and analyze the development of social, economic and political structures in Western and non-Western ancient civilizations; analyze the causes of the rise and decline of ancient civilizations; evaluate the establishment and spread of ideas; make connections between contemporary and ancient worlds with a focus on: Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China and Rome. Identify purposes and uses of maps, globes, aerial photographs, and atlases to analyze people, places, and environments; construct maps using symbols to represent features; locate continents, bodies of water, mountain ranges, countries, cities on a map; determine the impact of geography on different peoples; historical and geographical background.

Figure 1.12: Skills and Knowledge in the Core Subjects

Science: Understand how topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment; explain the meaning of radiation, convection, and conduction; recognize and describe that the currents in the air and ocean distribute heat energy; investigate and describe how pollutants can affect weather and the atmosphere; discuss how plate tectonics explain important features of the Earth’s surface and major geologic events; recognize how organisms in ecosystems exchange energy and nutrients among themselves and with the environment; formulate a testable hypothesis; design and conduct an experiment specifying variables to be changed, controlled, and measured; draw conclusions based on data or evidence presented in tables or graphs; make inferences based on patterns or trends in the data.

Grade 7

Mathematics – Pre-Algebra: Read, write, and compare rational numbers in scientific notation; convert fractions to decimals and percents; differentiate between rational and irrational numbers; apply exponents, powers, and roots and use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, and graphs; interpret and evaluate expressions involving integer powers and simple roots; graph and interpret linear and some nonlinear functions; apply the Pythagorean theorem; use mathematical reasoning; problem solve; think critically.

English Literature I (writing included): Use knowledge of affixes and roots to determine the meaning of content area words; use textual evidence to support facts and opinions; build upon previously developed skills analyzing various nonfiction texts; employ character analysis; identify, analyze, and provide textual evidence of themes; identify various genres of fiction; analyze character and plot development; write summaries, persuasive essays, autobiographical narratives and poems; evaluate how a drama or a poem’s structure contributes to meaning; analyze how an author develops different points of views; compare and contrast written versions of dramas, stories, or poetry to multimedia versions; compare and contrast fictional portrayals of history to true historical accounts to evaluate how author’s manipulate history; trace and evaluate an author’s argument and specific claims; provide evidence to support claims; apply research steps for completing projects; effectively utilize English language conventions; support all statements and claims with anecdotes, descriptions, facts and statistics and specific examples; use note taking, outlines, and summaries to impose structure on drafts; revise writing to improve organization and word choice; critique works in oral presentations; deliver well-organized formal presentations that demonstrate command of standard American English.

World History and Geography – Medieval and Early Modern Times: Understand the social, cultural and technological changes that occurred in Europe, Africa and Asia during the years AD 500-1789; review the ancient world; understand the role of archaeologists and historians; evaluate and understand the history and geography of great civilizations; explain the role of economic growth, the exchange of ideas, technology and commodities on different civilizations; evaluate the Enlightenment philosophy including the Natural Rights of Human Beings and the Divine Right of Kings; assess the political forces and changes as a result of the Enlightenment; evaluate the causes for the Rise of Democracy; analyze the influence of the Enlightenment ideas on today’s world.

Science: Recognize that all living organisms are composed of cells; describe that a typical cell of any organism contains genetic instructions that specify its traits; recognize that biological

Figure 1.12: Skills and Knowledge in the Core Subjects

evolution accounts for the diversity of species developed through gradual processes over many generations; study the structure and function in living systems; understand that evidence from rocks allows us to understand the evolution of life on earth; recognize that organisms in ecosystems exchange energy and nutrients among themselves and with the physical environment; ask meaningful questions and conduct careful investigations to support hypothesis; communicate the steps and results from an investigation in written reports and verbal presentations; discuss types of technology that are developed and in use.

Grade 8

Mathematics – Algebra I: Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers; solve equations and inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable; understand the concepts of parallel lines and perpendicular lines and how those slopes are related; add, subtract, multiply, and divide monomials and polynomials; solve a quadratic equation by factoring or completing the square; apply algebraic techniques to solve rate problems, work problems, and percent mixture problems; problem solve; think critically.

English Literature II (writing included): Know the meanings of common foreign words used in the English language; understand shades of meaning in words; identify speaker’s purpose and point of view; compare and contrast texts covering the same topic; build upon previously developed skills analyzing various nonfiction texts; evaluate structural elements of the plot; analyze how setting relates to problem and resolution; identify significant literary devices that define a writer’s style; write multi-paragraph essays with thesis statements, logical organization, detail, rhetorical devices, transitions, and varying sentence structure; write short stories or narratives; support conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices; write stories and scripts with dialogue; analyze electronic journalism; revise writing for word choice, appropriate organization, consistent point of view, and transitions; deliver formal presentations that convey ideas clearly and relate to the background and interests of audience.

US History and Geography – Growth and Conflict: Analyze migration of Europeans to the Americas from colonial times to World War I; recognize the impact of European migration on indigenous peoples and later on US citizens; understand the integration of enslaved Africans into European migration; describe development of the American constitutional democracy; identify U.S. Constitution and powers of the federal government; analyze the foundation of American political system; identify the rights, responsibilities, and roles of citizenship; understand the politics, geography, culture, and economy of new nation; describe early U.S. foreign policy, state developments in the early 1800s, and issues of slavery; analyze factors leading to Civil War; determine significance of individuals or groups in the Civil War; describe impact of events and movements that influenced Reconstruction; discuss American economic response to the Industrial Revolution; understand progressive reforms resulting from Industrial Revolution; create and utilize time lines; analyze various historical interpretations; understand Earth’s grid system; create maps of the past; analyze current events.

Science: Scientific Method: Recognize that elements have distinct macroscopic properties and atomic structures; describe chemical reactions; discuss density and buoyancy; explain the relationship amongst motion, velocity and force; recognize that the structure and composition of the universe can be learned from studying stars and galaxies and their evolution; use and

Figure 1.12: Skills and Knowledge in the Core Subjects

analyze the organization of the Periodic Table; test hypotheses that pertain to the content under study; write clear step-by-step instructions for conducting investigations.

Non-Core Subjects

Leveled Reading Groups

Based on the work done at high achieving BES schools Nashville Preparatory⁷⁴ and Liberty Collegiate Charter Schools in Nashville, TN,⁷⁵ Resolute Academy will incorporate a twice-weekly Leveled Reading Group. Leveled Reading Groups will be differentiated by Lexile Level as determined by the SRI administered during student orientation because “[w]hen ability grouping is utilized in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized.”⁷⁶ Students can move from one Book Club to the next as their Lexile Levels grow. Book Clubs are teacher-led. During Book Club, teachers focus on reading fluency as well as five key areas of literacy: inferences, main idea, visualization, author’s purpose, and questioning the text. Student Lexile Levels will be posted in classrooms and their growth will be publically recognized and celebrated.

Advisory

Resolute Academy’s Advisory curriculum focuses on character education through the use of the school’s core DREAM values: Disciplined, Resilient, Engaged, Accountable and Mature. Students will have the same Advisory all four years.⁷⁷ The Carnegie Corporation’s Report, “Turning Points,” received nationwide recognition and acceptance when initially released in June 1989. The recommendations in this report call for “schools that: 1. Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth. The key elements of these communities are schools-within-schools or houses, students, and teachers grouped together as teams, and small group advisories that ensure every student is known well by at least one adult.” (Shurr, 1992, p.7) Resolute Academy will employ many of the techniques described in “Changing Systems to personalize Learning: The Power of Advisories”⁷⁸ 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.

⁷⁴ For more information on Nashville Prep, the highest performing charter school in Tennessee, please visit www.nashvilleprep.org. Specifically, we have informed our study of school systems from the work of Nashville Prep.

⁷⁵ For more information on Liberty Collegiate Academy, the highest performing non-selective school in East Nashville, please visit www.libertycollegiateacademy.org. Specifically, we have informed our literacy program, including leveled guided reading groups, from the work of Liberty Collegiate.

⁷⁶ Tieso, Carol L. "Ability Grouping Is Not Just Tracking Anymore." *Roeper Review* 26.1 (2003): n. pag. Web. 30 Oct. 2012. http://people.virginia.edu/~cat3y/EDIS_882/February%2019_files/Ability_Grouping.pdf.

⁷⁷ Exceptions to this may be made at the discretion of the Head of School.

⁷⁸ More information on this may be found at: http://www.alliance.brown.edu/pubs/changing_systems/power_of_advisories/thepower.pdf.

One day per week, students will participate in a Community Circle focused on celebrating academic and personal achievements. Each year, students will work with advisors to create and track both personal and academic goals. Drawing on the work of BES school Achievement Preparatory Academy Charter School, an EPIC Silver Award Winner in 2011 and one of the highest performing middle schools in Washington, DC,⁷⁹ and as outlined in **Figure 1.13**, students will be able to do the following by the end of each academic year.

| Figure 1.13: Non-academic Goals and Measures Grades 5 – 8 | |
|---|---|
| Grade 5 | Grade 6 |
| <p>By the end of grade 5 students will be able to:</p> <ul style="list-style-type: none"> • Arrive to school on time, in the proper uniform and with the right materials • Organize their materials and space according to Resolute Academy guidelines • Maintain a clean and clutter-free working environment • Give a firm handshake and make eye contact with adults and students • Respectfully agree or disagree with classmates • Draw on prior knowledge to make predictive choices • Take responsibility for their work and their actions • Submit complete, neat work with the proper heading • Show and demonstrate personal and academic integrity • Ask for help | <p>By the end of grade 6 students will be able to:</p> <ul style="list-style-type: none"> • Respectfully and purposefully work in groups • Show and demonstrate personal and academic integrity • Articulate the consequences of their actions • Explain the impact of their choices on the school community • Find solutions to questions • Reflect on strengths and weaknesses and set goals for success(monitored by student and teacher) |
| Grade 7 | Grade 8 |
| <p>By the end of grade 7 students will be able to:</p> <ul style="list-style-type: none"> • Attend tutoring independently • Facilitate and participate actively in discussion regarding core values | <p>By the end of grade 8 students will be able to:</p> <ul style="list-style-type: none"> • Present a vision statement to the community about how the core values impacted their personal and academic growth over the four |

⁷⁹ For more information on Achievement Prep, the highest performing middle school in Washington, DC, please visit www.aprepackademy.org. Specifically, we have informed our use of two academies and data analysis from the work of Achievement Prep.

| | |
|---|--|
| <ul style="list-style-type: none"> • Address all individuals of the school community in a public setting • Take responsibility for his/her own actions and the actions of the group • Articulate why the actions of the group reflect the actions of the individual • Justify their actions | <ul style="list-style-type: none"> years • Serve as school ambassadors • Serve as agents for positive change in the school community • Take on leadership roles • Encourage peers to actively participate in their education • Take active roles in directing their own learning |
|---|--|

Physical Education

In addition to our core academic courses, Resolute Academy students will benefit from high quality physical education twice per week.

Our physical education courses will be based on the *Physical Education Model for Content Standards for California Public schools*. The five key physical education standards are:

- Students demonstrate the motor skills and movement patters needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- 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:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

Addressing California Content Standards

The curriculum for Resolute Academy is outlined in **Figure 1.12** on pages 42-45 of this Element and details the core subject areas of English Language Arts, Mathematics, History/Social Science and Science. The curriculum is based on the California State Standards and the scope and sequence used by the CA state adopted textbooks which Resolute Academy will implement. The Resolute Academy curriculum addresses all grade-level appropriate California Content Standards.

In addition to the California Content Standards, Resolute Academy leadership is actively training and will train teachers on the Common Core. All teachers will use the California State Content Standards and Common Core to drive, instruction.

Addressing the Needs of the Target Population

Lead founder, Natasha Barriga-Siperstein, is a Fellow with the nationally recognized, highly competitive educational leadership program Building Excellent Schools. For more detail on Building Excellent Schools, please see **Attachment A**. Building Excellent Schools guides Fellows as they design and launch independent charter schools across the country. Over the course of the one year Fellowship, Ms. Barriga has visited over 30 of the most successful and respected charter schools in the nation. In addition, she completed a leadership residency at Crown Preparatory Academy in Los Angeles, CA. She has cultivated relationships with school leaders and has had full access to their instructional models. Ms. Barriga and the founding team will draw upon the best practices of these schools to inform the foundation upon which Resolute Academy is built. Schools studied for best practice with our target community include:

- Alliance for College-Ready Public Schools - Los Angeles, CA
- Boston Collegiate Charter School - Boston, MA
- Boston Preparatory Charter School - Boston, MA
- Democracy Preparatory Charter School - Brooklyn, NY
- Excel Academy Charter School - Boston, MA
- Equitas Academy Charter School - Los Angeles, CA
- Crown Preparatory Academy Los Angeles, CA
- Endeavor College Preparatory Academy - Los Angeles, CA
- Futuro Preparatory - Los Angeles, CA
- Synergy Charter School - Los Angeles, CA
- KIPP Academy Lynn - Lynn, MA
- North Star Academy - Newark, NJ
- Roxbury Preparatory Charter School - Boston, MA
- Nashville Preparatory - Nashville, TN
- Freedom Preparatory Memphis, TN
- Achievement Preparatory - Washington, D.C.
- South Bronx Classical Charter School - Bronx, NY
- Columbus Collegiate Academy - Columbus, OH
- Entrepreneurship Preparatory - Cleveland, OH
- Troy Preparatory - Troy, NY

- Valor Academy - Los Angeles, CA

All of the schools listed above serve traditionally disadvantaged students and share the following fundamental beliefs:

- Demographics do not determine destiny.
- Literacy and Writing are a priority.
- Great teaching matters; we recruit only the best.
- High academic and behavioral standards.
- Frequent assessments and analysis of results.
- Consistent professional development.
- All teachers are teachers of literacy.
- Parents are our partners.

Textbooks and Resources to Be Used

The academic program at Resolute Academy begins with the end in mind. Using the rigorous California Content Standards and Common Core standards, teachers design a standards-aligned scope and sequence for each core content area as well as targeted assessments. The textbooks below have been selected based on their alignment to the California State Content Standards. They have been proven to produce exceptional results in urban schools and were adopted by the California Department of Education. Resolute Academy leadership and staff will evaluate the effectiveness of the instructional program and may make modifications as necessary. In addition, teachers may supplement the following textbooks with their own materials. **Figure 1.14** outlines our current selections of texts to be used.

| Figure 1.14: Texts to be Used | | | | |
|-------------------------------|---|---------------------------------------|--|--|
| Grade | English Language Arts | Math | Social Studies | Science |
| 5 | Reading Mastery (SRA/McGraw Hill) | CA Saxon Math (Saxon) | CA Vistas (MacMillan/McGr aw-Hill) | Science (Harcourt) |
| 6 | Literature and Language Arts (Holt, Reinhart and Winston) Accelerated Reader (Renaissance Learning) | CA Saxon Math (Saxon) | History Alive-CA Series | Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart and Winston) |
| 7 | Literature and Language Arts (Holt, Reinhart and Winston) Accelerated Reader (Renaissance Learning) | Pre-Algebra (McDouga l-Littell) | History Alive-CA Series | Holt CA Science: Earth, Life and Physical Science (Holt, Rinehart and Winston) |

Figure 1.14: Texts to be Used

| Grade | English Language Arts | Math | Social Studies | Science |
|-------|--|---------------------------------|---|--|
| 8 | Literature and Language Arts (Holt, Reinhart and Winston) Accelerated Reader (Renaissance Learning) | Algebra I (McDougal-Littell) | History Alive-CA Series CA Vistas (MacMillan/McGraw-Hill) | Holt CA Science: Earth, Life and Physical Science (Holt, Reinhart and Winston) |

Recruiting Teachers Qualified to Deliver the Proposed Instructional Program _____

Resolute Academy leadership recognizes that one of the key determinants in student achievement is the quality of teachers, leaders and staff. We are determined to attract highly qualified, effective teachers who share a firm belief that all students, despite their circumstances, can and will achieve at high levels. Student academic achievement is a priority at Resolute Academy and all teachers will be expected to develop, plan and execute daily lesson plans that lead students to make significant gains.

We recognize that teachers at Resolute Academy will have added demands and pressures placed upon them; as a result, teachers will be engaged in an intensive feedback loop, consistent professional development and receive ongoing support from mentor teachers and Resolute Academy leadership.

Recruitment Process

Resolute Academy believes that to find effective teachers we need to recruit locally and nationally. The school’s proposed leader, Natasha Barriga-Siperstein, has strong ties to Teach For America Los Angeles and will work closely with the TFA network to effectively support the teaching needs of Resolute Academy. In addition, we will work closely with Building Excellent Schools, and Schools of Education at the major colleges and universities in the Los Angeles area: Loyola Marymount, UCLA, USC and the California State Universities. Nationally, we will contact the alumni of colleges, universities and organizations such as New Leaders for New Schools. Furthermore, we will advertise our recruitment efforts on sites such as Edjoin and Craigslist.

Interview Process

To recruit highly qualified, highly effective teachers, Resolute Academy has developed an intensive interview process based off of best practices observed at Crown Preparatory Academy and Futuro Preparatory in Los Angeles, CA.

1. Candidates submit Cover Letter and Resume which are reviewed by the Head of School in year one, and the Head of School and Director of Curriculum and Instruction in subsequent years.

2. Selected candidates are then invited to participate in a fifteen minute phone interview during which time they will be asked questions to gage for mission alignment and school fit.
3. Selected candidates are asked to respond to three essay questions.
4. Selected candidates are then invited to participate in a day long school visit. In our first year, teachers will be taken to a high performing charter school in the Los Angeles area. If a school cannot accommodate the process, teachers will execute their mock lesson in front of a panel of highly qualified, effective teachers and administrators.
5. Selected candidates are then invited to join the Resolute Academy team, with final employment dependent upon finalization of all federal and state criminal background checks as outlined below.

Assurances

Resolute Academy will comply with NCLB as they apply to certificated personnel. All teachers will be highly-qualified as defined by No Child Left Behind:

- Have at least a bachelor's degree from an accredited institution of higher education;
- Hold full state certification;
- Demonstrate subject-matter competence for each NCLB core academic subject they teach.

Resolute Academy will assure that all paraprofessionals are compliant with NCLB, Title I parameters. All paraprofessionals have:

- Completed two years of study at an institution of higher education
- Obtained an associate's degree or higher
- Met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness).

All paraprofessionals have a secondary school diploma or the equivalent.

The teacher application process, and particularly at the hiring stage, is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school.

Ongoing Professional Development

Meeting the Needs of all Teachers

Similar to Resolute Academy'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 four weeks to professional development during the summer. During this time, teachers are supported in creating a scope and sequence, planning and practicing routines and procedures and developing targeted assistance and intervention strategies. Furthermore, students are

dismissed at 2:30 pm once per week to allow for two hours of weekly professional development for teachers. Professional developments are led in year one by the Head of School and in all subsequent years by the Director of Curriculum and Instruction (DCI). The Head of School and DCI will create an annual plan for professional development which may be modified as necessary.

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 curriculum and instruction are delivered effectively. It has been proven that

Regardless of the topic being covered, and as outlined in **Figure 1.15**, each professional development session will follow the sample format:

Figure 1.15: Professional Development Weekly Format

| Figure 1.15 –Professional Development Weekly Format | | | |
|--|--|--|---|
| Time | Lead | Activity | Purpose |
| 10minutes | Head of School | Kudos | Staff morale/Team building |
| 20minutes | Teacher Led | Culture Audit | Address culture issues and create action plan |
| 30minutes | Director of Curriculum and Instruction | Topic: Using common rubrics to move student achievement forward Materials: Powerpoint Sample rubrics from Valor Academy, California Distinguished School | To establish common writing rubrics, using California State Standards and the Common Core, aimed at maximizing student achievement. |
| 60 minutes | Teacher work time | Provide deliverables: Teachers break into grade level groups to write lesson plans and effectively integrate graphic organizers. | Teachers provide deliverables to DCI by 5pm (end of professional development). DCI looks at deliverables and will return feedback. |

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 ASCD and published in Educational Leadership⁸⁰, and as outlined in **Figure 1.16**, Resolute Academy believes that effective feedback must contain the following elements.

| Figure 1.16-Feedback Cycle Elements and Implementation | |
|---|---|
| Type of Feedback | How Resolute Academy will ensure that this element is being implemented |
| Goal-Referenced | <p>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.</p> <p>All teachers at Resolute Academy receive informal observations and are debriefed regarding those observations on a weekly basis.</p> <p>All teachers receive one formal observation each trimester for a total of three formal observations for the entire year.</p> <p>The three formal observations, coupled with all informal observations, are assembled to inform end-of-year evaluations.</p> |
| Tangible and Transparent | <p>The goals that teachers set must be actionable, measureable, ambitious and feasible. To that end, however, they must also provide tangible benchmarks for teachers to gauge their progress.</p> <p>Teachers will be videotaped and recorded. Teachers may watch playback of their videos, identify strengths, areas for growth and observe one another.</p> |
| Actionable | <p>*Resolute Academy believes that feedback must be concrete, specific and useful. It must allow the teacher the opportunity to reflect</p> |

⁸⁰ <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

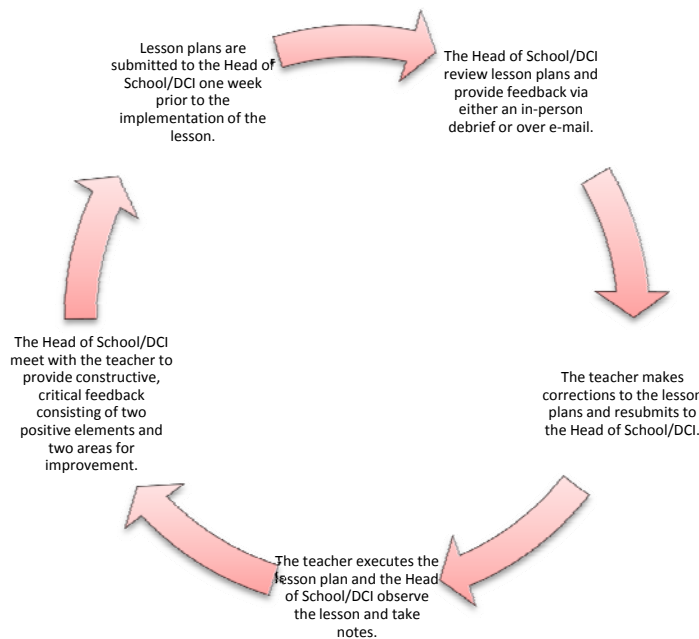
Figure 1.16-Feedback Cycle Elements and Implementation

| Type of Feedback | How Resolute Academy will ensure that this element is being implemented |
|--------------------------------------|---|
| | <p>upon his/her practice, identify areas of strength/growth and develop an action plan about how to implement new strategies.</p> <p>*All actionable items should be related to the goals for the individual teacher.</p> |
| <p>Timely</p> | <p>*Resolute Academy leadership prioritizes teacher feedback and as a result, makes time on a weekly basis to observe and debrief with teachers.</p> <p>*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.</p> |
| <p>Ongoing and Consistent</p> | <p>*Feedback cannot occur in a vacuum; it must be ongoing and provide teachers with clear and consistent information regarding their practice.</p> <p>*The teachers we hire at Resolute Academy will meaningfully engage with feedback and adapt their performance to reflect the high quality of work that is expected of them.</p> |
| <p>Progress to Goal</p> | <p>*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.</p> <p>*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.</p> |

As the school grows and develops, the Head of School and Director of Curriculum and Instruction 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.

Figure 1.17 depicts the traditional feedback cycle for a teacher new to Resolute Academy.

Figure 1.17: Feedback Cycle



Academic Calendar

The Resolute Academy mission is to equip students in fifth through eighth grade with the academic foundation and strength of character necessary to excel in selective high schools and colleges. To deliver our mission, and as outlined in **Figure 1.18**, we operate on a trimester schedule and provides 189 days of instruction. We believe that more time – and more targeted instructional time - in school is critical to student success. In addition, we provide ten Saturday Academies throughout the year, which provide supplemental instruction in Math and Literacy to struggling students. Operating on a trimester schedule, we provide 189 total days of instruction, including five student orientation days.

July 7 - August 1 - Staff Professional Development
July 18 - Parent Orientation
August 4 - School Starts
August 5 to 8 - Nationally Normed Assessments
(TerraNova)
August 16 - Saturday Academy #1
September 1 - Labor Day(School Closed)
September 13 - Saturday Academy #2
September 17 to 18 - Midterm Exam (Trimester 1)
September 19 - PD Day
October 18 - Saturday Academy #3
October 27 - Staff PD Day
November 4 to 6 - End of Trimester Exams
November 11 - Veteran's Day
November 15 - Saturday Academy #4
November 26 to 28 - Thanksgiving Holiday
December 1 - PD Day
December 13 - Saturday Academy #5
December 18 to 19 - Midterm Exam (Trimester 2)
December 22 to January 2 - Winter Break
January 5 - PD Day
January 19 - Martin Luther King Day (School
Closed)
January 24 - Saturday Academy #6
February 16 - President's Day
February 21 - Saturday Academy #7
February 24 to 26 - End of Trimester 2 Exams
February 27 - PD Day
March 16 - PD Day
March 21 - Saturday Academy #8
March 30 to April 3 - Spring Break
March 31 - Cesar Chavez Day
April 15 to 16 - Midterm Exam (Trimester 3)
April 17 - PD Data
April 25 - Saturday Academy # 9
May 2 - Saturday Academy #10
May 4 to 8 - State Testing
May 25 - Memorial Day (School Closed)
May 26 - PD Day
May 27 to 29 - End of Trimester Exams
June 5 - Last Day of School
June 8-19 - Summer School

Sample Daily Schedules

Monday through Friday the school doors open at 7:25am with breakfast provided for all students until 7:40am. Students are invited to eat in their Advisory classrooms. The school day begins at 7:45am; any student arriving after 7:45am is considered late. Advisory starts the day each morning, and academic classes begin at 8:00am and run until 3:07pm in 57 minute increments. At 3:07 PM, students transition into Physical Education or Book Club depending on their cohort. At the end of enrichment activities, students meet with their Advisor to pick up their backpack and materials. All students are dismissed from advisory at 4:00 PM unless they are required to stay for detention or mandatory tutoring. After school detention and mandatory tutoring begin immediately at 4:00 PM and last until 4:45 PM. Students who are required to stay for detention and/or after school tutoring are provided with ample notice. Students who are required to stay will be notified at morning break.⁸¹ **Figure 1.19** provides the M/T/Th/F daily schedule.

| Figure 1.19: Sample Student Schedule – Monday, Tuesday, Thursday and Friday | |
|--|--|
| 7:20 | Doors Open for Student Breakfast |
| 7:45 - 7:57 | AM Advisory |
| 8:00 - 8:57 | Literacy block #1 – reading comprehension, literary analysis, vocabulary study |
| 9:00 - 9:57 | Math block #1 – math procedures |
| 9:57 - 10:07 | Break |
| 10:10 - 11:07 | Social Studies |
| 11:10 - 12:07 | Literacy block #2 – writing, grammar, vocabulary study |
| 12:07 - 12:27 | Lunch |
| 12:30 - 1:27 | Math block #2 - math problem solving |
| 1:30 - 2:27 | Science |
| 2:30 - 3:00 | Results |
| 3:03 - 4:00 | Leveled Reading Groups/Enrichment |
| 4:00 | Dismissal |
| 4:00 - 4:45 | Results Plus |
| 4:45 | Dismissal for all Tutoring Plus students |

As outlined in **Figure 1.20**, Wednesday, the school doors open at 7:25 am and students follow the same morning routine. Instead of Character Education during Advisory, students meet for Community Circle which is an opportunity, once per week, to engage with students and build a culture of achievement. During this time, students are recognized for their academic progress, individual and group achievements. Teachers and staff present “shout outs” or public praises for students who have been disciplined, resilient, engaged, accountable and mature in their everyday actions. In addition, Community Circle provides a forum in which school leadership can address minor and major infractions. Students attend all core academic classes and are dismissed at 2:30 pm. Teachers will be required to report for Professional Development at 2:30 pm and will be expected to remain until 4:00 pm.

⁸¹ The Office Manager will contact all parents by 10:00am to inform them about whether or not their student is required to stay for afterschool detention or mandatory tutoring. If the Office Manager cannot reach parents, she will continue to try throughout the day and inform the Head of School about the steps she/he has taken to communicate with the parents.

| Figure 1.20: Sample Student Schedule – Wednesday | |
|---|--|
| 7:20 | Doors open for student breakfast |
| 7:45 - 7:57 | AM Advisory/Community Circle |
| 8:00 - 8:57 | Literacy block #1 – reading comprehension, literary analysis, vocabulary study |
| 9:00 - 9:57 | Math block #1 – math procedures |
| 9:57 - 10:07 | Break |
| 10:10 - 11:07 | Social Studies |
| 11:10 - 12:07 | Literacy block #2 – writing, grammar, vocabulary study |
| 12:07 - 12:27 | Lunch |
| 12:30 - 1:27 | Math block #2-math problem solving |
| 1:30 - 2:27 | Science |
| 2:30 | Dismissal |
| 2:30 - 4:00 | Professional Development |

Sample Teacher Schedule

Just as we have high performance expectations for students, teachers at Resolute Academy are expected to arrive at school and have their classrooms prepared and ready to go before the 7:10 AM Staff Power Circle during which all staff huddle with school leadership to establish the priorities for the day and to reinforce the team approach of the adults in the school building. At 7:25 AM the doors open and teachers are expected to stand at the threshold of their Advisory to welcome and greet students as they enter the class. Monday through Friday, teachers plan for one lesson delivered in four (4) instructional periods per day and two (2) Book Clubs per week. Teachers are required to provide after school tutoring twice per week for one hour sessions. After school tutoring sessions work in tandem with the Results period which occurs four times per week. Teachers are responsible for planning two lesson plans for the Results period. These lesson plans are to be submitted to the Head of School in Y1 and Y2, and to the Director of Curriculum and Instruction in all subsequent years. **Figure 1.21** provides M/T/Th/F sample teacher schedule.

| Figure 1.21: Sample Teacher Schedule (Literacy Teacher A) – Monday, Tuesday, Thursday, Friday | |
|--|--|
| 7:00 | Teachers arrive |
| 7:10 -7:20 | Morning Huddle |
| 7:20 | Doors open for students. Teachers supervise breakfast |
| 7:45 - 7:57 | Supervise breakfast; homework collection; daily set-up – Homeroom #1 |
| 8:00 - 8:57 | Literacy block #1 – reading comprehension, literary analysis, vocabulary study Homeroom #1 |
| 9:00 - 9:57 | Planning Block |
| 9:57 - 10:07 | Supervise Break |
| 10:10-11:07 | Literacy Block #2 - Homeroom #2 |
| 11:10 - 12:07 | Literacy Block #3 - Homeroom #3 |
| 12:07 - 12:27 | Supervise Lunch |

Figure 1.21: Sample Teacher Schedule (Literacy Teacher A) – Monday, Tuesday, Thursday, Friday

| | |
|---------------------|---|
| 12:30 - 1:27 | Literacy Block #4 - Homeroom #4 |
| 1:30 - 2:27 | Planning Period |
| 2:30 - 3:00 | Direct Instruction – Results |
| 3:03 - 4:00 | Physical Education/Leveled Reading Groups |
| 4:00 | Supervise Dismissal A |
| 4:00 - 4:45 | Results Plus |
| 4:45 | Supervise Dismissal for Results Plus Students |

Teachers work relentlessly to ensure that all students achieve mastery in the core subjects; as a result, they require more planning time. Resolute Academy has dedicated two hours each day, with the exception of two days per week, where teachers receive three hours of daily planning time during which they complete three tasks: (1) Plan, revise and submit lesson plans; (2) communicate with the parents of their advisees⁸²; and (3) conduct monthly peer observations to improve their own practice and offer powerful, critical feedback to others. Every Monday, teachers meet for twenty minutes after school to populate Results (tutoring) lists and target students who are at risk and those whose programs need to be accelerated. Every Wednesday, teachers meet for two hours for targeted, school-wide professional development. Teachers are expected to actively engage and participate in all aspects of the school day including the supervision of Break, Lunch and Dismissal. **Figure 1.22** outlines a sample teacher’s schedule on Wednesday, which incorporates two hours of weekly professional development.

Figure 1.22: Sample Teacher Schedule (Literacy Teacher A) – Wednesday

| | |
|----------------------|--|
| 7:10 | Teachers arrive for morning huddle |
| 7:45 - 7:57 | Supervise breakfast; homework collection; daily set-up – Homeroom #1 |
| 8:00 - 8:57 | Literacy block #1 – reading comprehension, literary analysis, vocabulary study Homeroom #1 |
| 9:00 - 9:57 | Planning Block |
| 9:57 - 10:07 | Supervise Break |
| 10:10 - 11:07 | Literacy Block #2 - Homeroom #2 |
| 11:10 - 12:07 | Literacy Block #3 - Homeroom #3 |
| 12:07 - 12:27 | Supervise Lunch |
| 12:30 - 1:27 | Literacy Block #4 - Homeroom #4 |
| 1:30 - 2:27 | Planning Period |
| 2:30 | Supervise Dismissal for all students |
| 2:30 - 4:30 | Professional Development |

⁸² Each parent is contacted on a bi-weekly basis by the Advisor of their student unless otherwise deemed necessary. This ensures that we are maintaining a positive culture of achievement and parental engagement.

Instructional Minute Assurances

Instructional time is defined as a time when students are participating in an activity under the direct supervision of a properly credential teacher⁸³ employed by the District. The activity must be required of all students.

Grades 5 and 6

In accordance with Reference Guide, REF-683.11, published on February 11, 2013, Resolute Academy's fifth and sixth grade students (Achievement Academy) will receive a minimum of 55,100 minutes of instruction annually. As outlined in **Figure 1.23**, Resolute Academy will adhere to the following daily minutes to ensure compliance with the annual minute's requirement.

| Figure 1.23-Instructional Minutes | | |
|--|--|---|
| Type of Day | Los Angeles Unified School District Daily Requirement | Resolute Academy Daily Instructional Minutes |
| Regular Day | 319 minutes | 416 minutes |
| Shortened Day | 284 minutes | 342 minutes |
| Professional Development Day⁸⁴ | 259 minutes | 375 minutes |
| Minimum Day⁸⁵ | 249 minutes | 342 minutes |

Grades 7 and 8

In accordance with Reference Guide, REF-684.11, published on February 11, 2013, Resolute Academy's seventh and eighth grade students (Excel Academy) will receive a minimum of 55,100 minutes of instruction annually. As outlined in **Figure 1.24**, Resolute Academy will adhere to the following daily minutes to ensure compliance with the annual minute's requirement.

| Figure 1.24-Instructional Minutes | | |
|--|--|---|
| Type of Day | Los Angeles Unified School District Daily Requirement | Resolute Academy Daily Instructional Minutes |
| Regular Day | 377 minutes | 416 minutes |
| Shortened Day | 312 minutes | 342 minutes |
| Professional Development Day | 287 minutes | 375 minutes |
| Minimum Day | 247 minutes | 342 minutes |

⁸³ For more detail on Teacher Certification and Qualifications, please see **Element 5**.

⁸⁴ Resolute Academy Professional Development Days do not have students in the building. Teachers meet from 8:00am to 3:00 to receive professional development, analyze data from midterm and trimester exams, develop instructional plans and the methods by which they will provide remediation and enrichment to support and foster student growth and development.

⁸⁵ Resolute Academy's Minimum Days occur each Wednesday to afford teachers the opportunity to meet as a group and in grade level cohorts to receive professional development, analyze data and develop instructional plans to address student needs.

Meeting the Needs of All Learners

English Learners (including reclassification)

Resolute Academy will serve English Language Learners(ELL) in accordance with all applicable Federal Laws and Regulations as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We adhere to all applicable requirements of the No Child Left behind Act of 2001, including sections 301 and 1112(g)) and federal case law. All students, regardless of home language, receive and have access to all school activities. We firmly believe that to facilitate and accelerate a students' acquisition of English remaining in the mainstream classroom is a necessity.⁸⁶ 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. If a student's English language proficiency is severely limited and the student is incapable of accessing the material presented in regular classrooms; thus, serving as a hinderence to their academic progress, we provide additional instruction for the required period of time each and every day with the goal for all students to transition into full English classes.

Established by the federal Department of Education, *Doing What Works* lists five⁸⁷ effective and proven strategies for supporting English Language Learners. We 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 data-driven instruction, teachers are 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 ELL program which requires well-developed assessments. The Head of School oversees 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. ELLs 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 Book Clubs 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.⁸⁸ Resolute Academy is committed to providing vocabulary instruction through the use of word lists, word walls and targeted vocabulary review in each class.

⁸⁶ Arizona Department of Education, July 2004, "The effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" located at http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

⁸⁷ <http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml> .

⁸⁸ Honig, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

4. **Develop Academic English.** Cognitive academic language proficiency (CALP) is necessary if ELLs 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 specific to academic skills and tasks necessary for higher-order tasks such as comparing, synthesizing, analyzing and inferring. In order for ELLs 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 ELLs five years or more to become proficient in CALP.⁸⁹ Resolute Academy employs 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 implement strategies such as “turn and talks” that give students a brief, but meaningful time, to discuss topics prompted by the teacher. This allows for an increase in authentic language practice and can accelerate the acquisition of BICS and mastery of language.

Identifying ELLs

After the lottery and student enrollment, parents will complete a *Home Language Questionnaire* which will ask them to specify the primary language spoken at home. Upon return, if the questionnaire indicates that the student is of foreign birth or there is a primary language spoken in the home other than English then we arrange for an interview with a member of our staff or a qualified professional. The interview allows us to determine whether or not the student has a limited proficiency in English. Proactively screening students ensures that students are not inappropriately placed in special education. Whether the primary language spoken in the home will have no bearing on whether or not the student is able to enroll in the school. If a student’s primary language is anything other than English, the staff will adhere to the following plan.

- Students will be given additional summer work and during summer orientation will be assessed using the California English Language Development Test. We will inform all stakeholders of the results within thirty days of receiving the results from the publisher. The CELDT test will fulfill requirements under No Child Left Behind Act for Proficiency Testing.
- All ELL students will be placed into general education, mainstream academic classes and will receive additional English language instruction as necessary. This may occur during the Results period of the day, during advisory, or after school.
- Students who are identified as English Language Learners will have a plan created for them by teachers to help maximize student achievement.
- Students will attend Saturday Academy for English Language instruction as deemed necessary by staff members.

Reclassifying ELLs

Students may be Reclassified Fluent English Proficient if the following guidelines are met:

⁸⁹ Cummins, J. (1981a) “Age on arrival and immigrant second language learning in Canada. A reassessment.” *Applied Linguistics*, 2, 132-149.

- CELDT Results demonstrate English proficiency
- Academic performance as demonstrated by passing grades in the following classes: english, math, science and history
- Parent opinion
- Peer Comparison on the English Language Arts Section of the CST

We work to ensure that the student population at Resolute Academy reflects the population in local schools with regards to ELL students. All flyers, pamphlets, brochures, enrollment, assessment and notices are translated into Spanish and any other language spoken by a significant subgroup. This enables us to maintain appropriate, frequent communication with parents and uphold our vision and mission regarding academic success and parental engagement.

Evaluation of ELL Program

To evaluate the efficacy of the ELL Program at Resolute Academy, the Head of School and staff look not only at performance and growth on internal benchmarks, but at state-mandated testing such as the STAR. In addition, we analyze CELDT data to determine how students are progressing in regards to language acquisition. We disaggregate assessment results by ELL and non-ELL students and use this data to improve instructional strategies and Professional Development sessions.

Socioeconomically Disadvantaged Students

We anticipate, based on data from the surrounding community, that the majority of students who attend Resolute Academy 90% will qualify for free or reduced lunch. As such, we are dedicated to fulfilling our mission and executing on our vision to provide socio-economically disadvantaged students with the academic foundation and strength of character necessary to excel in selective high schools and colleges. We employ a longer school day and year, a heavy focus on core content areas and 10 Saturday Academies targeted for remediation.

Gifted Students

We anticipate that most students entering Resolute Academy in the fifth and sixth grade will be performing below grade level; we recognize, however, that as our academic program expands, more students will begin achieving at or above grade level. As a result, we have measures put in place to accommodate for the diverse needs of our gifted students.

We believe that all students must be pushed and equipped to achieve academic and personal success. To that end, students may be classified as gifted or performing above grade level if they meet the following criteria:

- Reading, writing or computing at more than one grade level above his/her actual grade level. This will be measured using assessments such as Accelerated Reader, common writing rubrics and advanced mathematical assessments.
- Consistently earning 4s on content learning standards in all core content areas.

The student's academic advisor, Director of Curriculum and Instruction and Head of School (in year one) will meet to discuss the student's progress and develop an Individualized Learning Plan to push student achievement.

Resolute Academy will employ the following strategies for students requiring accelerated academic programs:

- During the Results block, students will receive enrichment activities and can serve as tutors for students requiring remediation
- Independent work will be customized with assignments and materials that address the goals outlined in the student's individual learning plan
- Homework and assignments will be customized in accordance with the ILP

Students Achieving Below Grade Level

We anticipate that the majority of students will enter the fifth or sixth grade significantly behind. To this end, we are committed to implementing an instructional program that will push our students to achieve at or above grade level by the time they matriculate from eighth grade.

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, common writing rubrics and advanced mathematical assessments.
- Consistently earning 2s or below on content learning standards.

Once students have been identified their academic advisor, the Director of Curriculum and Instruction (in year 3) and the Head of School (in year one) meet to discuss an ILP. Similar to students performing above grade level, students performing below grade level will have customized learning plans to meet their diverse needs.

Students performing below grade level will attend 10 Saturday Academies throughout the year and attend mandatory afterschool tutoring. In addition, students will receive additional homework, be placed in differentiated ability groups and be provided with individual learning goals. Their academic advisor, DCI and Head of School will meet after 30 days to discuss areas of improvement and decide upon next steps.

Special Education

Resolute Academy provides a Free and Appropriate Public Education (FAPE) and complies with all state and federal statutes regarding individuals with disabilities. We comply with all state and federal statutes including Title II of the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973. We educate students with disabilities in the least restrictive environment (LRE) as identified by their Individualized Education Plan and in the general education classroom to the extent that it serves

to benefit their academic achievement. Students with or identified as having disabilities are not discriminated against in the enrollment process. We will provide all necessary services to meet the needs of all students enrolled at Resolute Academy.

Special Education Services

We believe that all students can and will achieve when provided with the appropriate supports. It is the duty and responsibility of the Head of School to oversee and execute the school-wide plans surrounding Special Education and to ensure that all federal, state and local laws, mandates, and regulations are being met. We believe that all students can achieve. It is the responsibilities of the Head of School to oversee the formation and execution of school wide plans that ensure compliance with all federal, state, and local laws, mandates, and regulations. To that end, in year one, we will hire one full-time special education certified professional.⁹⁰ S/he will serve as our Director of Student Supports and oversee the learning interventions, coordinate push-in and pull-out sessions, and ensure that all teachers are implementing accommodations and modifications as necessary. In addition, the Director of Student Supports will ensure that all students identified as having disabilities are in the LRE and that all services are being provided to ensure maximum student achievement. The Director of Student Supports will work closely in year one with the Head of School to secure outside resources, and in the following year will work in conjunction with the Director of Instruction to meet each student's needs. To better meet each student's individual needs, Resolute Academy will appoint a Student Success Team, consisting of the following members, to assist students with their academic goals:

- Director of Instruction
- Director of Student Supports
- Two General Education Teachers
- The Child's parent(s) or guardian(s)

Pre-Existing Individualized Education Plans

We hold firm to the belief that regardless of challenges and ability all students can and will achieve academically. After the lottery and upon enrollment, families will complete questionnaires that ask parents or guardians to identify whether or not their student has been diagnosed with a learning disability or received special education services. The Student Support Coordinator will communicate with parents of students who require Special Education services to discuss the existing IEP. During that meeting, teachers and staff can ask and answer questions regarding the implementation of the IEP. The Student Support Coordinator will schedule follow-up meetings and disseminate information to teachers regarding the existing IEP to ensure that teachers are making the appropriate accommodations and/or modifications. Students are placed in the LRE, as designated by the IEP, and teachers record observation data to present at the next scheduled meeting. Observations will help to inform any changes to the services provided. If the student is making academic progress the supports will be continued; however, if no academic gains are being made additional supports may be added.

⁹⁰ We will hire additional special education teachers as outlined in our budget, and will adjust those numbers as appropriate given the academic needs of our students with IEPs and 504s.

Identifying Students with Special needs and Pre-Referral to Special Education

The Student Support Coordinator (SSC) organizes and uses a three-tiered approach for referring students for Special Education services. The SSC works alongside teachers to identify and implement strategies for students identified by the general education teachers. After having consistently implemented strategies for six weeks, the SST gathers with teachers to discuss the impact and efficacy of the strategies used. If strategies are effective, teachers continue to implement strategies and the SSC maintains open and frequent communication with teachers and documentation of progress-to-date. If strategies are not effective and the student is not making academic progress, the school recommends the student for evaluation, and pending parent approval, has an appropriately licensed individual conduct the evaluation.

Individualized Education Plans

After a student has been referred for services and the evaluation conducted by special education services are complete, the IEP Team, including all members of the Student Study Team are assembled to develop an Individualized Education Plan for the student and those services are delivered. IEPs are reviewed annually unless otherwise noted and can be revised and reviewed as needed. Students are re-evaluated for special education once every three years. To the greatest extent possible, all students are educated in an inclusion model; however, when a student's needs and IEP require a different program, we will acquire the appropriate staff to serve the needs of that child.

Evaluation of Special Education Programs and Services

Surveys will be distributed to all stakeholders to inquire about the quality, consistency and effectiveness of all special education services. Furthermore, staff members will be asked about the quality and effectiveness of Professional Development surrounding the Referral Process and implementation process of accommodations and modifications. All achievement results will be disaggregated by subgroup, including students with special needs, and all results will be reviewed monthly and annually by the Board.

Special Education Program

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Resolute Academy will either execute a Memorandum of Understanding ("MOU") by and between LAUSD and Resolute Academy regarding the provision and funding of special

education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools chartered by 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 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 measureable 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

English Learner Instruction

Resolute Academy is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) 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 (on or about October 1), Resolute Academy shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan *or* implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Resolute Academy shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Resolute Academy shall administer the CELDT annually. Resolute Academy shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Term and Renewal of the Charter

In accordance with *California Education Code* §47607(a)(1), upon approval, this charter petition will be effective as of the date of the approval. We petition for a period of five (5) fiscal years starting with the first fiscal year in which the school opens.

Resolute Academy may request from the board of LAUSD that an amendment be made to the charter at any time prior to expiration.

Resolute Academy will submit its renewal petition to the LAUSD Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

Implementation Plan, Including Timeline

Upon receiving authorization, Resolute Academy will immediately begin the transition from a Founding Board to a Board of Directors. Resolute Academy's Board of Director's will vote upon and hire the Head of School for Resolute Academy. The Head of School will then begin hiring key staff. Resolute Academy anticipates hiring Natasha Barriga-Siperstein, Lead Founder, as its Head of School.

Because of the year in between authorization and the school's opening, Resolute Academy has developed an implementation plan, including a working timeline, which is outlined in **Figure 1.25** below.

Figure 1.25-Implementation Timeline

| Activities | Now-December 2013 | January-March 2014 | April-July 2014 | 2014-2015 School Year |
|--|---|--|---|--|
| Student Recruitment | <ul style="list-style-type: none"> • Host community information sessions • Distribute fliers throughout the community • Meet with community leaders • Finalize application | <ul style="list-style-type: none"> • Open enrollment period • Collect applications • Continue community outreach and student recruitment • Finalize logistics for random public lottery | <ul style="list-style-type: none"> • Hold lottery • Mail acceptance and waitlist letters • Collect signed student enrollment forms • Host family orientations | <ul style="list-style-type: none"> • Continue recruitment efforts for any open fourth-grade seats • Grow the waitlist • Recruit for 2015-2016 school year |
| Teacher and Staff Recruitment | <ul style="list-style-type: none"> • Hire Head of School • Post job descriptions on sites like Edjoin and Craigslist • Interview Teach For America Corps Members • Begin to interview interested applicants | <ul style="list-style-type: none"> • Attend career fairs at LMU, UCLA, USC and other schools of education in California • Host teacher information webinars • Continue posting jobs • Continue interviewing • Weekly check-ins with hired staff | <ul style="list-style-type: none"> • Finalize hiring • Staff orientation and professional development (July) | <ul style="list-style-type: none"> • Continue recruiting for 2015-2016 school year • Ongoing professional development |
| Service Providers and Contracts | <ul style="list-style-type: none"> • Meet with back office support providers to compare services and contracts • Select and contract with back office support provider • Retain an attorney | <ul style="list-style-type: none"> • Screen potential vendors for: <ul style="list-style-type: none"> ○ Food services ○ Special Education ○ Janitorial services ○ Furniture/materials | <ul style="list-style-type: none"> • Finalize contracts • Purchase insurance | <ul style="list-style-type: none"> • Evaluate effectiveness of various vendors • Renew existing contracts or pursue new contracts as needed |
| Facilities | <ul style="list-style-type: none"> • Finalize search criteria based on | <ul style="list-style-type: none"> • Hire project manager • File necessary renovation paperwork | <ul style="list-style-type: none"> • If granted Proposition 39 | |

Figure 1.25-Implementation Timeline

| Activities | Now-December 2013 | January-March 2014 | April-July 2014 | 2014-2015 School Year |
|---------------------------------|--|--|---|---|
| | <ul style="list-style-type: none"> building requirements • Submit Proposition 39 application to LAUSD • Work with Pacific Charter School Development to assist with facility search • Sign facilities lease (ideally for three years, with room to grow) | <ul style="list-style-type: none"> • Begin renovations | <ul style="list-style-type: none"> space, confirm acceptance of space • Complete renovations • File Certificate of Occupancy | |
| Professional Development | <ul style="list-style-type: none"> • Finalize pre-school year PD for new hires • Finalize Summer PD • Head of School continues to participate in PD through BES and other organizations | <ul style="list-style-type: none"> • PD with new hires | <ul style="list-style-type: none"> • Summer PD before start of school year | <ul style="list-style-type: none"> • Weekly PD during school year • Teacher observations and feedback • Continue to build school wide video and resource library |
| Parental Involvement | | <ul style="list-style-type: none"> • Community information sessions, tabling, and canvassing | <ul style="list-style-type: none"> • Family orientation | <ul style="list-style-type: none"> • Weekly letter • Monthly <i>cafecitos</i> • Trimesterly conferences • Parent Association meetings |
| Board Development | <ul style="list-style-type: none"> • Transition to governing board | <ul style="list-style-type: none"> • Visits to high-performing schools • Board retreat | <ul style="list-style-type: none"> • Approve all necessary school | <ul style="list-style-type: none"> • Ongoing participation in |

Figure 1.25-Implementation Timeline

| Activities | Now-December 2013 | January-March 2014 | April-July 2014 | 2014-2015 School Year |
|----------------------------------|--|--|--|--|
| | <ul style="list-style-type: none"> with charter approval • Elect board officers • Develop board resource binder | | <ul style="list-style-type: none"> policies | <ul style="list-style-type: none"> school events |
| Instructional Initiatives | <ul style="list-style-type: none"> • Continue to study high-performing schools • Finalize fourth and fifth grade standards | <ul style="list-style-type: none"> • Create standard lesson plan format | <ul style="list-style-type: none"> • Finalize fourth and fifth grade scope and sequence and units plans • Finalize first month of lesson plans | <ul style="list-style-type: none"> • Effective lesson design and delivery • Finalize sixth grade scope and sequence • Data analysis and data-driven instruction |

Element 2 – Measurable Student Outcomes

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.” Ed. Code 47605 (b)(5)(B)

List the anticipated skills and knowledge outcomes for students.

Set specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following:

- API scores
- AYP AMOs
- CST scores

Identify when and how often pupil outcomes will be assessed, including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school’s proposed instructional program.

Accountability Plan

Resolute Academy Charter School (“Resolute Academy”) accepts greater responsibility by being held to high standards for achievement, financial management, and parent satisfaction. Resolute Academy will be held to the following accountability standards.

Accountability Standards

Resolute Academy holds itself to additional standards for achievement, financial management, organizational goals, character education, and parent satisfaction as outlined below.

Additional Student Outcome Measures Consistent with Our Mission

Resolute Academy welcomes any additional accountability measure that ensures high standards for student achievement. In addition to the goals set forth for charter schools by the Los Angeles Unified School District, as outlined in **Figure 2.01** and **Figure 2.02**, Resolute Academy has set the following goals and measures for success according to the criterion-referenced California Standards Test (CST), and according to the nationally norm-referenced TerraNova, CELDT, AYP, API, and other measures, respectively.

Figure 2.01: Student Performance Goals – CST Measures

| Figure 2.01- Student Performance Goals – CST Measures | | | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|----------------------|
| Assessment | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| English-Language | 60% ⁹¹ of students who | 75% ⁹² of students who | 90% ⁹³ of students who | 100% of students who | 100% of students who |

⁹¹ We recognize NCLB goals of 100% proficiency in 2014, however, as a school opening its doors in 2014 and serving middle school students who, on average, are currently 29% proficient in ELA on the CST, we have set a first year goal with measure that reflects 100%+ improvement, and set each additional year’s goal and measure accordingly. For more detail on current student performance, please see pages 3-4 and 8-9 of **Element 1**.

Figure 2.01- Student Performance Goals – CST Measures

| Assessment | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|---|---|---|---|---|
| Arts California Standards Test(CST) | have attended the school for one year are proficient or advanced | have attended the school for two or more years are proficient or advanced | have attended the school for three or more years are proficient or advanced | have attended the school for four or more years are proficient or advanced | have attended the school for four or more years are proficient or advanced |
| Mathematics CST | 60% ⁹⁴ of students who have attended the school for one year are proficient or advanced | 75% ⁹⁵ of students who have attended the school for two or more years are proficient or advanced | 90% ⁹⁶ of students who have attended the school for three or more years are proficient or advanced | 100% of students who have attended the school for four or more years are proficient or advanced | 100% of students who have attended the school for four or more years are proficient or advanced |
| History- Social Science CST | | | | 75% of students who have attended the school for three or more years are proficient or advanced | 80% of students who have attended the school for three or more years are proficient or advanced |
| Science CST(Grades 5 and 8 only) | 60% of students who have attended the school for one year are proficient or advanced (5 th grade test) | 60% of students who have attended the school for one year are proficient or advanced (5 th grade test) | 60% of students who have attended the school for one year are proficient or advanced (5 th grade test) | 60% of students who have attended the school for one year are proficient or advanced (5 th grade test); 100% of students who have attended the school for four or more years are | 60% of students who have attended the school for one year are proficient or advanced (5 th grade test); 100% of students who have attended the school for four or more years are |

⁹² Ibid.

⁹³ Ibid.

⁹⁴ We recognize NCLB goals of 100% proficiency in 2014, however, as a school opening its doors in 2014 and serving middle school students who, on average, are currently 29% proficient in Mathematics on the CST, we have set a first year goal with measure that reflects 100%+ improvement, and set each additional year's goal and measure accordingly. For more detail on student performance, please see 3-4 and 8-9 of **Element 1**.

⁹⁵ Ibid.

⁹⁶ Ibid.

Figure 2.01- Student Performance Goals – CST Measures

| Assessment | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|------------|-----------|-----------|-----------|---|---|
| | | | | proficient or advanced (8 th grade test) | proficient or advanced (8 th grade test) |

Resolute Academy’s ambitious English language Arts and Mathematics CST goals are informed by our college preparatory mission for all students in grades five through eights and are informed by the goals set forth by the 2002 No Child Left Behind legislation.⁹⁷ To reach these measures, in literacy, and as outlined in **Element 1**, we will implement double instructional literacy blocks daily and differentiated Book Reading Groups twice per week: this equates to 114 minutes of instruction on Monday, Tuesday, Thursday and Friday, and 114 minutes on Wednesday (abbreviated for weekly professional development) and a total of 114 minutes of differentiated Reading Groups on Tuesday and Thursday, for a total of 684 minutes of literacy instruction per week. In mathematics, we provide similar double blocks of instruction, with 114 minutes Monday, Tuesday, Thursday, and Friday, and 114 minutes on Wednesday, for a total of 570 minutes of math instruction daily. Within our extended day, we also provide a targeted 30-minute tutoring block four days per week to further address and remediate gaps as needed, thus providing an additional 120 minutes so that our most struggling students, along with students with disabilities and English Language Learners can successfully meet our ambitious academic goals. An additional 180 minutes of weekly tutoring (four 45-minute sessions from 4:00 – 4:45 PM) is provided after school for struggling students. For details on our daily schedules, please see pages 59 and 60 of **Element 1**.

Figure 2.02: Additional Student Outcome Measures – TerraNova, CELDT, AYP, API, and Other Measures

| Goal | Measure | Timeframe & Tool |
|---|---|---|
| Demonstrate growth in reading comprehension and vocabulary | In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among Resolute Academy students on the TerraNova Reading Test will average 5 percentiles per year until the average reaches 70. | Timeframe: Administered upon enrollment, and annually every June Tool: TerraNova |
| Increase English Language Proficiency | 60% of English Language Learners will increase by at least one ELD level per year. | Timeframe: Annually, September through October |

⁹⁷ Ibid.

Figure 2.02: Additional Student Outcome Measures – TerraNova, CELDT, AYP, API, and Other Measures

| Goal | Measure | Timeframe & Tool |
|----------------------------------|--|---|
| | | Tool: CELDT |
| Academic growth over time | Meet annual AYP targets as set by the State and Federal Government and the No Child Left Behind Act. Meet annual AYP targets for all significant subgroups. | Timeframe: Annually, May Tool: CST-determined AYP Scores, comprehensive and subgroup |
| API | <p>Within our first three years of operation, Resolute Academy will exceed an API score of 700.</p> <p>By year five of operation, Resolute Academy will exceed an API score of 800.</p> <p>In all years, Resolute Academy will meet growth targets for each subgroup.</p> | Timeframe: Annually, May Tool: CST-determined API Scores |
| Character Development | <p>Teachers will evaluate student behavior and character using the weekly DREAM Report. The DREAM Report keeps track of students’ behavior by rewarding students for being disciplined, resilient, engaged, accountable and mature.</p> <p>Fifth and sixth graders will earn an average of 65% or more of the DREAM Report dollars available each week. Seventh and eighth graders will earn an average of 75% or more of the DREAM Reports dollars available each week.</p> | Weekly DREAM Reports |
| Enrollment | Our targeted enrollment for each school year is 120 students. Students will enroll throughout the year to ensure | Timeframe: Enrollment Period closing on the third Friday of each April and Ongoing |

Figure 2.02: Additional Student Outcome Measures – TerraNova, CELDT, AYP, API, and Other Measures

| Goal | Measure | Timeframe & Tool |
|----------------------------|---|---|
| | enrollment is being met. The waitlist for each school year will average 50% of the total students that can be admitted. | Tool: Enrollment and Waitlists |
| Attendance | Average Daily Attendance(ADA) will average over 95% for each school year. | Timeframe: Monthly Tool: Attendance Reports |
| Parent Satisfaction | Parent Satisfaction surveys will be sent home in the Fall and in the Spring. At least 75% of parents will take the survey and 85% of the parents surveyed will indicate a high level of satisfaction with the school. | Timeframe: Mid-year and end-of-year Tool: Parent/Guardian Survey ⁹⁸ |

Resolute Academy is held accountable to the Board of Directors for all goals and measures, and as such, the Head of School, capturing all achievement data, will draft monthly reports in the form of an Achievement Dashboard, first presented to the Academic Achievement Committee. The Committee will review the dashboard closely with the Head of School, and then present the dashboard to the full Board membership at its monthly meeting. For a sample Achievement Dashboard, please see **Attachment C**.

We additionally administer Scholastic Reading Inventories (SRI) and Physical Fitness Testing (PFT). In **Figure 2.03**, we outline a sample schedule inclusive of all formative and summative assessments administered at Resolute Academy.

Figure 2.03: Formative and Summative Assessment Sample Schedule

| Assessment | Trimester | Timeline 2014-2015 | Use of Data |
|-------------------------------------|---------------|--|---|
| Scholastic Reading Inventory | Trimester One | <ul style="list-style-type: none"> • August • June | To identify student lexile levels |
| CELDT | | <ul style="list-style-type: none"> • August • September • October | To identify English Proficiency for English Language Learners |
| Midterm Exam | | September 17-18 ⁹⁹ | To monitor and assess student |

⁹⁸ For sample Parent/Guardian Survey, please see **Attachment D**.

⁹⁹ Dates will remain generally consistent year to year.

Figure 2.03: Formative and Summative Assessment Sample Schedule

| Assessment | Trimester | Timeline 2014-2015 | Use of Data |
|---------------------------------------|-----------------|--------------------|---|
| | | | academic performance in core content areas. All assessments are based on Common Core and CA standards |
| Trimester 1 Exam | | November 4-6 | To monitor performance and growth toward CST goal in core content areas. |
| Midterm Exam | Trimester Two | December 18-19 | To monitor and assess student academic performance in content areas. |
| End of Trimester Exam | | February 24-26 | To monitor performance and growth toward CST goal in core content areas. |
| Midterm Exam | Trimester Three | April 15-16 | To monitor and assess student academic performance in content areas. |
| End of Trimester Exam | | May 27-29 | To monitor performance and growth toward CST goal in core content areas. |
| California Standards Test(CST) | | May 4-8 | Federal and State accountability measurement of academic achievement based on State standards. |
| Physical Fitness Testing(PFT) | | April | Measure Fitness and CA fitness requirements. |
| DREAM Reports | | Weekly | To evaluate student |

| Figure 2.03: Formative and Summative Assessment Sample Schedule | | | |
|---|-----------|--------------------|--|
| Assessment | Trimester | Timeline 2014-2015 | Use of Data |
| | | | behavior and character using weekly DREAM Report. Tracks behavior; rewards students for being disciplined, resilient, engaged, accountable and mature. |

We will assess the Character Education component of our program through

- **student attendance data:** students who attend school a high percentage of the time reflects growth of character
- **parent surveys:** families express their view on the school’s many components, including character development
- **data from weekly DREAM Reports:** quantitatively and qualitatively evidencing student behavior each week, and with trends, evidences character development.

For more detail on our Dream Reports, please see **Figure 10.01 and 10.02** on pages 150 and 151 of **Element 10** and our Student and Family Handbook provided as **Attachment E. Figure 2.02** on pages 77 and 78 of this Element shows additional components of Resolute Academy’s Educational Program.

Annual Self-Study _____

Applying the measures above, Resolute Academy will submit an annual progress report to the Los Angeles Unified School District Charter Schools Division. The district will identify the comparison schools and provide the names and specific data by which they were selected. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

Board Discretion _____

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to the metrics above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

Element 3-Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

A “reasonably comprehensive” description must:

- Describe the methods for assessing attainment of student outcomes and how these assessment measures are consistent with the school’s proposed instructional program, use a variety of assessment tools;
- Identify additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered;
- Assure that state mandated assessments will be administered;
- Describe how assessment data will be used to inform instruction, improve the educational program, and inform professional development on an ongoing basis.
- Include district required language on testing.

Methods for Assessing Attainment of Student Outcomes

The mission of Resolute Academy Charter School (“Resolute Academy”) is to equip all students in grades five through eight with the academic foundation and strength of character necessary to excel in selective high schools and colleges. We do this through a rigorous academic curriculum, highly structured environment, and the implementation of the school’s core DREAM values; we encourage our students to be disciplined, resilient, engaged, accountable and mature students at all times. We believe that all children can learn and should be held to the same high academic standards.

Resolute Academy is a college preparatory middle school; all students upon matriculation from Resolute Academy will be prepared to succeed in high school honors and Advanced Placement courses, making them competitive with their more affluent peers and on the road to college as prepared, matriculating ninth graders.

Resolute Academy will objectively demonstrate the degree to which we are meeting state and internal academic benchmarks and all necessary growth measures through consistently and proactively engaging with formative and summative assessments. In “The 90/90/90 Schools: A Case Study,” Douglas Reeves writes that “rigorous standards, associated with frequent assessment and other effective techniques, allow students from every economic and ethnic background to succeed.”¹⁰⁰ Leadership and staff will use a systematic approach to assessing student performance in order to ensure that students are mastering objectives and making academic progress. Throughout the year, teachers will use the results from internally created assessments aligned to the California State Standards and the Common Core as well as results from the Scholastic Reading Inventory (SRI) to measure student growth throughout the year, and particularly such growth in terms of our annual accountability measures and goals, invest stakeholders within the school community, and, most importantly, drive student achievement forward. Internally created assessments are founded upon the belief that “we should not first teach and then write an assessment to match; instead we should create a rigorous and demanding test and then teach to

¹⁰⁰ Reeves, Douglas B. "The 90/90/90 Schools: A Case Study." *Accountability in Action: A Blueprint for Learning Organizations*. [Edgewood, CO]: Advanced Learning, 2004. 185-96. Print.

meet its standards.”¹⁰¹

We will administer the California Standards Test (CST) and all other state and federally required assessments. Resolute Academy will use the CST to measure proficiency in the core content areas: English, Math, Science and History-Social Science to achieve the ambitious goals outlined in **Element 2**, Resolute Academy teachers and staff have developed internal benchmark assessments and trimester exams. We are committed to analyzing the data from interim benchmark assessments and trimester exams to identify highlight areas of the curriculum that need revision and target students who require remediation. For all grades, we will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to *Education Code 6062.5*. The California Standards Test in English Language Arts and Mathematics will be administered to students and will measure annual progress in meeting AYP Goals.

Furthermore, we will use the nationally-normed TerraNova as an additional measure. The exam provides annual, longitudinal, and comparative data and measures students’ learning growth. The exam affords the Head of School, teachers and students to identify and measure individual academic gains. The exam will be administered during student orientation and will enable the school to conduct an individual and cohort analysis of longitudinal growth.

In-House Benchmark Assessments and Assessment Schedule _____

Daily Do Nows

Do Nows are assignments given to students during the first five minutes of class. Do Nows serve as cumulative review of standards previously taught. Students report their score to the teacher who immediately records the data in an excel spreadsheet. This allows the teacher to gage individual and class mastery of a particular skill. Do Nows may also be counted as classwork.

Daily Exit Tickets

Teachers align all lessons with California State Standards Common Core and measure daily mastery of these objectives through Exit Tickets. Exit Tickets are quick, often only taking 5-6 minutes, written assessments distributed at the end of each instructional period; on average, students will take a total of six Exit Tickets per day. Teachers use data to adjust future instruction and pacing. In addition, teachers use data to track which students need to attend, in addition to Results tutoring (see below) which occurs during the day, after school tutoring from 4:00 PM to 4:45 PM. We use Exit Tickets to proactively respond to misunderstanding prior to the weekly assessments. We believe interventions should happen quickly and consistently to promote student achievement.

Nightly Homework

Homework is administered in each subject nightly. Homework serves two purposes: (1) to review current material and (2) to integrate spiraled and cumulative review of past material. Homework will be graded using a common rubric which will be clearly communicated to teachers, students,

¹⁰¹ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

and parents.

Weekly “Show What You Know” Quizzes¹⁰²

These are teacher-created formative assessments that are administered every Friday. All quizzes align with CA State Standards and Common Core and the school’s internal learning standards.¹⁰³ The results from “Show What You Know” quizzes are posted the Monday following the assessment. Teachers use the data from these assessments to group students into Results tutoring classes (2:40 PM to 3:07 PM) that are part of our extended day for all students four days per week for all students for the following week.¹⁰⁴

Common, Internally Created, Interim Assessments¹⁰⁵

Resolute Academy leadership and staff use common interim assessments, administered every six weeks, to: (1) assess the efficacy of our instructional practices in math and literacy; (2) adjust the scope and sequence of standards and objectives that teachers created during summer professional development; (3) create targeted and actionable interventions for students considered to be at risk (below grade level); and (4) propel the learning of students achieving above grade level.

Comprehensive Summative Assessments

Throughout the planning year, the Head of School will study the work of high achieving BES Schools in Los Angeles, including Endeavor College Preparatory (4-8), Valor Academy (5-8) and Crown Preparatory (5-8) to develop internal assessments for students in fifth through eighth grades in Math and Literacy. Each assessment will have a writing component as it “helps teachers obtain better diagnostic information about students, and certainly helps students demonstrate the thinking process that they employed to find a correct (or even an incorrect) response to an academic challenge.”¹⁰⁶

Projects, Essay and Lab Reports

For students to be able to compete academically, we must use additional methods such as projects, essays and lab reports to evaluate student mastery of content and academic performance. These may be counted as homework, assessments or quizzes. Projects may also be counted as part of the Comprehensive Summative Assessments.

State Mandated Assessments Assurance

Resolute Academy will administer tests required by California’s Standardized testing and reporting (STAR) program in each year and subject as required by Ed. Code §60602.5.

Figure 3.01 depicts the State-Mandated Assessments administered, as well as the Type of Assessment and the Grade Levels that are assessed.

¹⁰² Developed and modeled after systems seen by Lead Founder, Natasha Barriga-Siperstein, at high performing BES schools Achievement Preparatory in Washington, D.C. and Freedom Preparatory in Memphis, TN.

¹⁰³ As observed as part of the Building Excellent Schools Fellowship at Edward Brooke in Boston, MA.

¹⁰⁴ Teachers meet for 20 minutes after school each Monday to identify and group students for Results Classes.

¹⁰⁵ This process is modeled after several schools, including North Star Academy in Newark, NJ, Nashville Preparatory in Nashville, TN and Roxbury Preparatory in Boston, MA, which Natasha Barriga-Siperstein is studying through the BES Fellowship.

¹⁰⁶ ¹⁰⁶ Reeves, Douglas B. "The 90/90/90 Schools: A Case Study." *Accountability in Action: A Blueprint for Learning Organizations*. [Edgewood, CO]: Advanced Learning, 2004. 185-96. Print.

Figure 3.01: Assessment Methods

| State-Mandated Assessment | Assessment Characteristics | Grade Levels Assessed |
|---|---|--|
| California Standardized Test(CST/STAR) | <p>Multiple-Choice questions based on California State Standards.</p> <p>The multiple choice format will likely be supplemented by a heavy writing and non-fiction component with the implementation of the Common Core in 2014.</p> | <p>English and Math→ 5 through 8</p> <p>Science→ 5 and 8</p> <p>History/Social Science→ 8</p> <p>Writing→ 7</p> |
| California English Language Development Test(CELDT) | <p>Performance Based Assessment: Based on California State Standards the CELDT includes a: Listening Component/Speaking Component/Writing Component.</p> | <p>All students are required to take the CELDT based on the student’s previous English Language Development (ELD) level. Students are to be tested annually until they are reclassified as English Proficient.</p> |
| California Alternate Performance Assessment(CAPA) and/or CMA (see below) | <p>Multiple Choice questions based on California State Standards.</p> | <p>This exam is available for students in grade 5 and is distributed as determined by the students’ Individualized Education Plan (IEP).</p> |
| California Modified Assessment(CMA) | <p>Multiple Choice questions based on California State Standards.</p> | <p>Available for students in grades 5 through 8 in the subject areas of: English Language Arts, Math and Science. Distributed students as determined by the IEP.</p> |
| Physical Fitness Testing(PFT) | <p>Performance Assessment/Criterion-Referenced</p> | <p>Students in grades 5 and 7 take this exam.</p> |

Data Analysis Overview

Resolute Academy is committed to the frequent analysis of data through the use of an assessment system that allows for recording and monitoring of student progress.

Informing Instruction

Data collection and analysis is an integral part of the educational philosophy of Resolute Academy. 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 each of 10 Data Days following the distribution of assessment results from interim and benchmark assessments and individual, measurable action plans are developed for students. For more detail on our calendar, including all identified Data Days, please see page 57 of **Element 1**. 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.

Improving the Educational Program

As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs. Assessment data will also be used to identify and inform standards that need to be re-taught and inform instructional plans.

Ultimately, we will use data to evaluate the strength of our instructional plan on a daily, weekly, and monthly basis, year to year, and over time. We are confident that our approach is realistic and will be highly effective in practice. As evidenced in the School's Calendar which can be found on page 57 in **Element 1**, we have dedicated ample days to professional development. These data and professional development days are in addition to two hour weekly meetings held on each Wednesday from 2:30 PM to 4:30 PM to analyze data and inform our educational program. For more detail on our weekly schedule, please see pages 59 to 61 of **Element 1**. For more detail on professional development, please see pages 52 to 56 of **Element 1**.

Informing Professional Development on an Ongoing Basis

The Head of School in year one and the Director of Curriculum and Instruction in all subsequent years is tasked with monitoring the academic performance of students on a weekly, monthly and yearly basis to ensure that student learning is taking place and teachers are highly effective.

To that end, the Head of School and DCI will meet each Tuesday to analyze the results of the week's Show What You Know quizzes and any interim assessments that have been administered. Using the data from the previous week, the Head of School and DCI will create an action plan to help teachers make more informed instructional and pedagogical decisions in the classroom. The DCI also uses the assessments to determine what professional development needs the staff as a whole, a discipline-specific team, or grade level team may need, developing and delivering those professional trainings as needed.

Benchmark and Summative Assessments will be scored and analyzed using Data Director¹⁰⁷ (or a similar program). Teachers will meet with the Head of School to closely evaluate the results and develop an action plan for both the class and individual students.

During the two hour professional development period, teachers will review the data of grade level cohorts as well as by individual class and individual student. This will enable: teachers to know which standards need to be re-taught or reinforced; schools leaders to know the most appropriate professional development supports for teachers as a whole and teachers as individuals; and will allow afford the staff the autonomy to develop and execute a data-driven action plan to ensure that every child learns at the highest academic level. Each action plan will consist of the following:

¹⁰⁷ Data Director is a data management system used by many schools in Los Angeles.

- Identification of skills/concepts to be retaught to the entire class and a pacing plan to address the standards to be covered.
- Identification of students who require small group remediation are typically on the border between a basic and a proficient level - students require assistance to move up, but do not necessarily require extensive remediation.
- Students who require highly individualized, extensive remediation. These are students who are at risk of falling below or are already below a basic level of proficiency.
- Adjustments to already existing small groups.
- Areas of weaknesses in the curriculum to be revised for subsequent years.
- Support and professional development for the teacher to strengthen instructional and pedagogical weaknesses.

Investing Stakeholders in Student Performance

To ensure that Resolute Academy 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; and the wider Florence Community, LAUSD and the State of California. Resolute Academy will communicate with stakeholders in a variety of ways as outlined below.

Board of Directors

The Academic Achievement Committee, comprised of members of the Resolute Academy Governing Board, prepare and examine monthly dashboards detailing the school's academic performance. The Head of School will be responsible for developing the academic achievement dashboard. 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

The Academic Achievement Committee presents this information to Board members for review and discussion on a monthly basis. Please see page 101 of **Element 4** for a more detailed description of the responsibilities of the Academic Achievement Committee.

Teachers and Staff

Within one week of administration of internal assessments and benchmarks, teachers are apprised of all student performance data results. Teachers and staff discuss and analyze data at weekly Professional Development Meetings each Wednesday at 2:30 PM to 4:30 PM. Please see the Resolute Academy School Schedule and Calendar in **Element 1** on pages 59-61 and 57-58, respectively, for more detail.

Professional Development

Resolute Academy teachers will be able to improve upon their instructional practices by analyzing data to evaluate the structure, content, and material in class. Ten (10) Professional Development Data Days are provided annually, one after each benchmark assessment. These afford teachers the opportunity to reflect upon best practices, identify areas for growth, target students who need remediation, and assist teachers in developing action plans for student achievement. These Professional Development Data days are in addition to three weeks of professional development during the summer. All Data Days and summer Professional Development Days are identified on our annual calendar, found on page 57 of **Element 1**.

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. Monthly, parents receive a newsletter which details school-wide accomplishments. At the end of each trimester, parents receive Report Cards notifying them of quantitative and qualitative academic performance in all subjects. At the end of each trimester, families attend teacher conferences to review Report Cards and discuss trends of growth and challenge. Parents are also invited to participate in monthly parent meetings and may volunteer to be a part of the Resolute Academy Families for Success - a group of parent volunteers who engage with the school community in a variety of ways. For more detail on our annual calendar that specifies Report Card distribution and family conferences, please see page 57. For more detail on our partnership with families through the Resolute Academy Parents for Success, please see page 106 of **Element 4**.

The Wider Florence Community, LAUSD and the State of California

Resolute Academy updates information on the website to reflect the most recent performance on interim assessments, as well as state-mandated assessments. All members of the Florence community, LAUSD and the State of California have access to the data through the school's website, monthly newsletters and the academic achievement dashboards presented at meetings of the Board of Directors. In addition, individuals can log onto the California Department of Education website and review all performance data for Resolute Academy through our school report card. This includes our CST data as well as our API and AYP. We will issue an annual report with all academic results and proactively share this document with all stakeholders.

If Resolute Academy does not test (i.e., STAR, CAT-6 CELDT, CAHSEE) with the District, Resolute Academy hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school. As required by the LAUSD, Resolute Academy will participate in all state mandated assessments. In compliance with this regulation, students will be assessed using the CST.

Grading Policy

Students at Resolute Academy will earn grades based upon their mastery of the California Content Standards. Grades include, but are not limited to, student performance on classwork, Do Nows, Show What You Know quizzes, homework, mid-term and end-of-trimester assessments.

Figure 3.02¹⁰⁸ outlines the ways in which letter, percentage and rubric grades will be used at Resolute Academy and what these mean in terms of a student’s level of mastery per the State Content Standards.

| Figure 3.02 - Grading Policy | | | |
|-------------------------------------|-------------------|---------------------|--|
| Letter Grade | Percentage | Rubric Score | Meaning |
| A+ | 98-100% | 4 | Advanced Mastery: Student has demonstrated advanced levels of content mastery in all content standards. |
| A | 93-97% | | |
| A- | 90-92% | | |
| B+ | 88-89% | 3 | Proficient: Student has demonstrated proficiency with content standards. |
| B | 83-87% | | |
| B- | 80-82% | | |
| C+ | 78-79% | 2 | Basic: Student has demonstrated basic competency with content standards. |
| C | 73-77% | | |
| C- | 70-72% | | |
| NP | Below 70% | 0 or 1 | Not Proficient: Student has not demonstrated basic level of content mastery and needs to demonstrate mastery of content standards before course credit can be earned. |

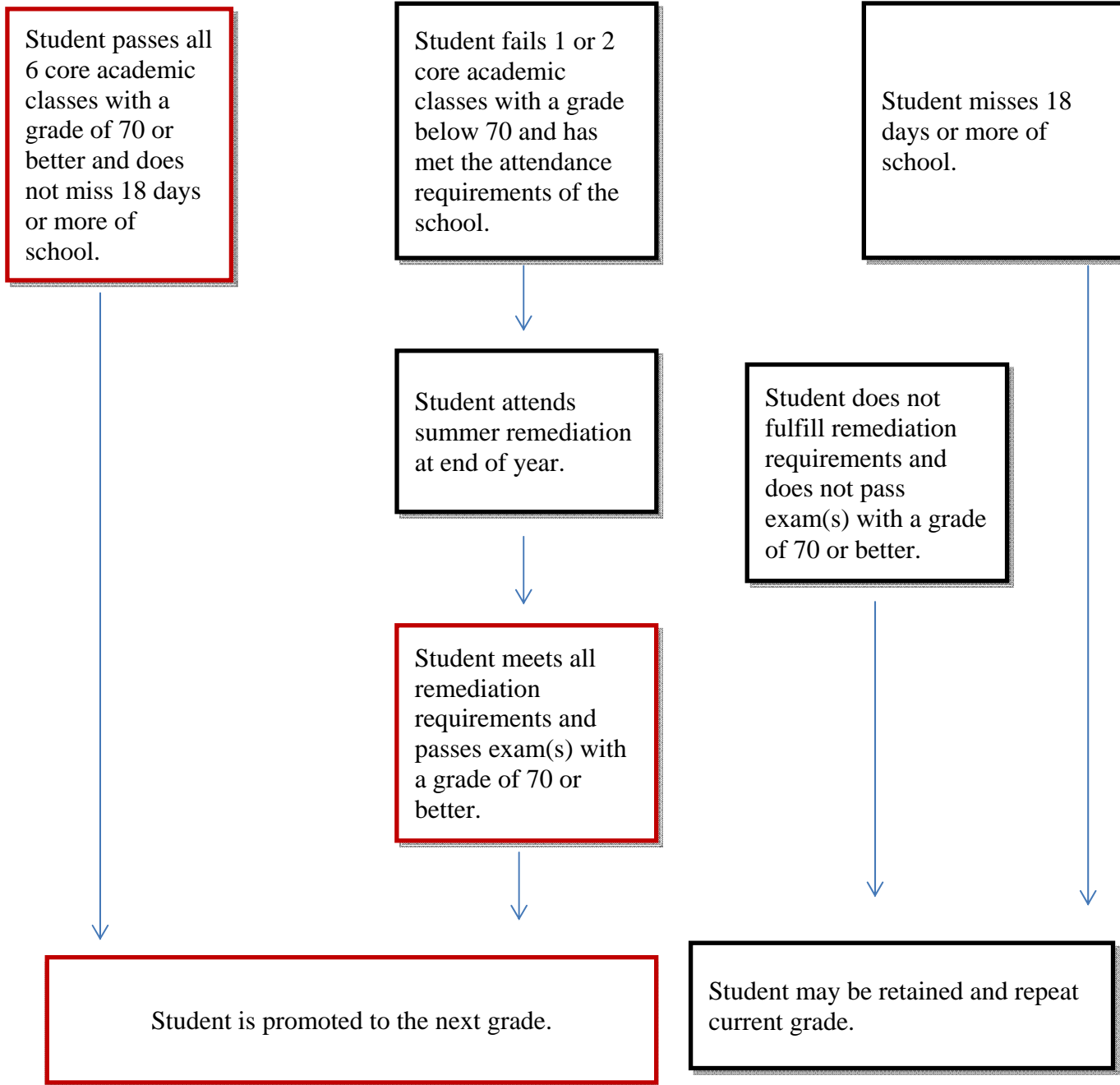
Promotion Policy

Resolute Academy’s promotion policy is outlined below in **Figure 3.03**. Promotion to the next grade depends on mastery of content area state standards. Students must earn a 70% or better to demonstrate sufficient mastery and meet the school’s attendance requirements. To earn promotion, students may not miss 18 or more days of school annually. All promotion criteria, including attendance requirements, are outlined in the Student and Family Handbook. For more detail, please see **Attachment E** for a copy of the Resolute Academy Student and Family Handbook.

Students who do not earn a 70% or better in one or two classes by the end of the school year may take a two-week summer remediation and will re-take a comprehensive assessment for each class needed. Students earning a 70% on the assessment(s) are promoted to the next grade. Students who do not earn a 70% on the assessment(s) do not have sufficient mastery and may be retained at the grade level.

Figure 3.03-Promotion Policy

¹⁰⁸ **Figure 3.03** has been adapted from Valor Academy Charter School’s Grading Policy. Valor Academy is a BES school, honored in 2012 as a California Distinguished School. For more details, please see www.valoracademy.org.



Testing Assurances

The Resolute Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

Element 4 – Governance

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

A “reasonably comprehensive” description must:

- *State whether the school is proposing to be an independent or affiliated charter;*
- *Affirm that the school will be operated by a nonprofit public benefit corporation;*
- *Provide articles of incorporation and Bylaws for the nonprofit public benefit corporation;*
- *Describe the proposed school’s governance structure and demonstrate how it will maintain active and effective control of the school.*

Applicants must describe:

- *How often the governing board will meet;*
- *The process for selecting governing board members;*
- *The manner of posting meeting notices, distributing agendas and recording governing board actions.*
- *Provide an organizational chart showing the relationship of the governing board to the leadership of the school as well as any relevant site committees, etc.;*
- *Provide résumés and questionnaire responses for all individuals committed to serving on the school’s governing board;*
- *Provide an assurance that the governance meetings will comply with the Ralph M. Brown Act;*
- *Explain the process to be followed by the school for ensuring parental involvement;*
- *Contain an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter*
- *School policies and regulations regarding ethics and conflicts of interest;*
- *Contain district required language regarding governance and audit and inspection of records.*

Statement of Independence

Resolute Academy will be an independent charter school governed by a Board of Directors. The Board of Directors is responsible for ensuring the fulfillment of our mission, adherence to elements within the charter, regulatory compliance, and fiscal viability.

Non-Profit Public Benefit Corporation

Resolute Academy will be a nonprofit charter school with 501(c)(3) status. Resolute Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Articles of Incorporation and Bylaws

Please see **Tab 8** for Resolute Academy’s Articles of Incorporation. Resolute Academy, Inc. was formally incorporated with the California Secretary of State Department on April 9, 2013.

Please see **Tab 7** for the proposed Resolute Academy Bylaws.

Process for Amendments to the Charter

Resolute Academy will comply with current LAUSD policy for amendments to the charter petition.

Governance Structure

Resolute Academy will be governed by a Board of Directors that is responsible for and will maintain active and effective governance of the school. The Resolute Academy Board of Directors has received extensive training in all areas of charter school governance from Building Excellent Schools¹⁰⁹ and will undergo intensive financial training from back-office provider ExED.¹¹⁰

The Resolute Academy Founding Board's monthly meeting structure will afford the Board the opportunity to transact the businesses of the school, receive formal reports from management, monitor the effectiveness of the school and Head of School, deliberate, vote and be available to the public. Furthermore, the Board will establish a Governance Committee that will oversee the recruitment and orientation of all new Board members. In addition to the Governance Committee, the Resolute Academy Board of Directors will create Finance, Academic Achievement and Development Committees to further foster the Board's work.

The Board of Directors will include four elected positions to meet specific organizational needs:

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

- Presiding over all meetings of the Board of Directors and other meetings as required.
- Coordinating with the Head of School, 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 complies with district, state, federal, and other statutory reporting requirements.
- Working with the Board Chair and the Head of School to ensure financial records are current and accurate.
- Participating in the preparation of the annual budget.

¹⁰⁹ For more detail on Building Excellent Schools, please see **Attachment A**.

¹¹⁰ For more detail on ExED, please see **Attachment F**.

- 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.

The Board will set compensation for, hire, support, and evaluate the Head of School, and will delegate all day-to-day management decisions to the Head of School. The Head of School 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 Head of School in this capacity, will provide an annual written evaluation to the Head of School, and will maintain this evaluation as part of the personnel file for the Head of School.

Frequency of Board Meetings

As set forth in the Bylaws, the Resolute Academy Board of Directors will meet a minimum of ten times per year.¹¹¹

Selection of Founding Board Members

The selection of Founding Board members was initiated by the school’s Lead Founder, Natasha Barriga-Siperstein.¹¹² Each member of the founding team was carefully selected for his/her dedication and desire to be involved in education, to serve the community of Los Angeles, and a

¹¹¹ For the Resolute Academy Bylaws, please see **Tab 7**.

¹¹² For biography of Ms. Barriga, please see page 102 of this Element; for resume, please see **Attachment G**; for Due Diligence Questionnaire, please see **Tab 11**.

commitment to upholding the mission and vision of Resolute Academy. All members accepted a position on the Founding Board and met the qualifications outlined in the Resolute Academy Expectations.¹¹³ If chartered, all Founding Board Members will transition to the Governing Board of Directors.¹¹⁴ After chartering, the board may decide to invite additional members based on the school's needs so long as the total number does not fall below seven or surpass 15. Brief biographies for all board members can be found on pages 102-105 of this element. Board member resumes, and questionnaires for all board members can be found in **Tab 12**.

Selection of New Members

A committed and high capacity Board of Directors is essential to the success of Resolute Academy. New members will be identified by the Governance Committee through a careful screening process. Annually, the Governance Committee will work with the Head of School and chairperson 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, take a vote. As outlined in the Bylaws found in **Tab 7**, a majority is required to admit a new member. Furthermore, the Governance Committee will facilitate an annual orientation session for new Directors and provide ongoing training and support through Building Excellence Schools Connect to Excellence program. The Governance Committee will also coordinate an annual evaluation with each Director.¹¹⁵

Once an individual has been identified, they must meet the following requirements:

- Believe in charter schools and in the mission and vision of Resolute Academy.
- Believe that all children, regardless of their demographics, can and will achieve at the highest levels of academic success given the right.
- Availability and desire to participate meaningfully in governance responsibilities.
- Expertise in 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.

The Governance Committee will implement the following process—to begin in the spring—for adding members to Board:

- Identify the Board's needs and existing or expected vacancies.
- The Governance Committee is responsible for vetting all potential board candidates.
- Review resumes and interview all suitable Board candidates.
- Present a slate of recommended Directors to the full Board for a vote.

¹¹³ For the Resolute Academy Founding Board Expectations, please see **Attachment H**.

¹¹⁴ For the Resolute Academy Board Position Description please see **Attachment O**.

¹¹⁵ For the Resolute Academy Director Assessment Tool, please see **Attachment I**.

Upon approval by the full Board, facilitate an orientation program for new Directors that includes an overview of the school's academic program, financial operations, Board structure and function, any current issues and training in the provisions of the Brown Act. New Directors will also receive a Board Handbook, which will include the Executive Summary of the Charter Application, the Bylaws, Policies, Board Member Position Description and Expectations, past Board minutes, and key contact details.

Posting Meeting Notices, Distributing Agendas, Recording Governing Board Actions _____

The Resolute Academy Governing Board will meet in accordance with California Law and the Brown Act. As stated in the Resolute Academy Bylaws which can be found in **Tab 7**, the Governing Board will meet a minimum of ten times per year. The time, place and dates of meetings will be made available to the general public via posting at the school site, on the school's website and in school newsletters at least 72 hours in advance to comply with California Law and the Brown Act. Should the meeting date change, Resolute Academy will provide notice within 24 hours of the meetings start times.

Agendas will be published and distributed in advance to each governing board member and be posted for public viewing one week prior to the scheduled meeting date. The Board's Secretary is responsible for recording notes during each meeting and within five school days; minutes will be available at the main office for any interested party.

Organizational Chart _____

The leadership and staffing structure at Resolute Academy is designed to ensure that the school fulfills its mission of providing a college preparatory education for each student that we will serve. Our Board of Directors, school organizational structure, parental involvement committees and use of expert, credible external service providers reflect our intention to ground the school in the best practices of Charter School management and oversight.

The Board will govern the school, setting policy and overseeing the integrity of the academic program and the management of public funds as a public school. The Board will set the compensation for, hire, and evaluate the Head of School, who is the Chief Executive of the school. The Board will delegate all day-to-day management decisions, including the hiring, supervision and evaluation of all staff to the Head of School.

During our first year of operation, Resolute Academy will have an intentionally lean administrative team. We believe that without great teaching nothing else matters; therefore, in our first year, we have purposely allocated our resources to hiring, training and developing a strong teaching staff. As part of the allocation of our resources, the Resolute Academy leadership team and Board of Directors have chosen to hire a back office provider, ExED to work closely with the Head of School and Board Treasurer to develop a sound financial plan for the organization. ExED was chosen to support the management of school finances for Resolute Academy because of their proven track record of assisting over one hundred charter schools to successfully manage and fiscally sustain their organizations and to maintain strong compliance accountability. Additionally we will hire a Office Manager who will serve a dual role as the Office Manager. In addition, we will employ a part-time Dean of Students. The Dean of Students will serve in a dual capacity, as

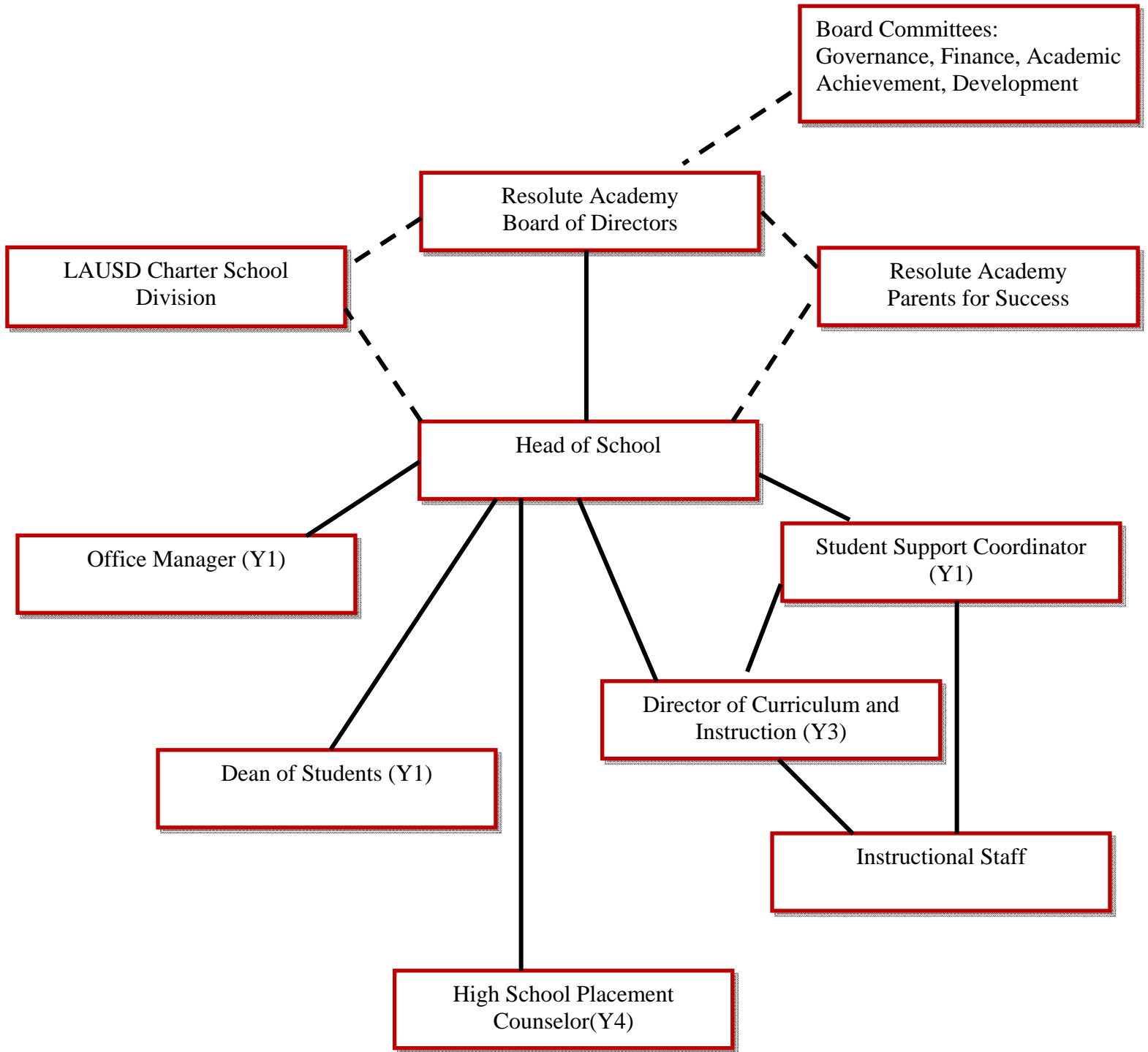
both a dean and teacher. To that end, we will provide extra supports for staff members and students to ensure that the work is sustainable. In year one, we will also hire a Student Success Coordinator or Resource Specialist to work with students with special needs and ensure that the needs of our Special Education population are being met and all regulatory compliance requirements are met.

In year two, due to an increase in student population, we will double the size of our staff and hire an Office Manager, Director of Curriculum and Instruction. The special education staff will double in year three as we anticipate the number of students receiving specialized services will be more than 27. In year four, when we have our inaugural eighth grade, we will hire a High School Placement Coordinator.

We believe that the organizational structure of the school must serve the mission. As such, our plan to develop Resolute Academy allows for founding staff members to develop a strong working relationship with one another, facilitate effective communication and maintain a positive rapport with parents and other community stakeholders. We are committed to fulfilling the mission of Resolute Academy.

The organizational chart can be found in **Figure 4.01**.

Figure 4.01 Organizational Chart



Governance Committee

Appointments and Composition

The Governance Committee shall be chaired by the Board Chair. All other members of the board may become members of the Governance Committee. Members will be responsible for ensuring the Board's compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.

Responsibilities

1. Review the structure and size of the Board and the Board committees. Periodically, review with the Board the appropriate skills and characteristics required on the Board in keeping with the strategic direction of the charter school.
2. Identify and consider candidates for Board membership. On behalf of the Board, assess the skills and experience of prospective Board members. Present candidates to the full Board for consideration.
3. Review the institutional and other affiliations of Directors and Director Candidates for possible conflicts of interest. Investigate any potential conflict of interest involving a Trustee and make a recommendation to the Board for resolution.
4. Keep up to date on developments in the charter school governance field. Annually review and assess the charter school governance practices of the Board and recommend any proposed changes to the Board for approval.
5. Plan Board education including new member orientation, education of Board members and Board retreats.
6. Plan training and education of the Board related to governance roles and responsibilities and with respect to bridging Board knowledge gaps.
7. Conduct assessment/evaluation of the Board, the Chair, individual Directors, including each Director's self-assessment, and Board meetings/sessions.
8. Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight of operations.
9. Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

Finance Committee

Appointments and Composition

The members of the Finance Committee shall be the Treasurer of the Board who shall serve as chair, the Board Chair who shall serve as an *ex-officio* member, together with other Directors appointed by the chair with the advice and consent of the Board in accordance with the Bylaws.

Responsibilities

1. Review, and recommend to the Board for approval, an annual budget for the charter school in collaboration with the charter school leader and the business manager.
2. Also in collaboration with the charter school leader, review, and recommend to the Board for approval and annually revise, a three-year financial forecast and long-range financial plans based on the forecast.
3. Review grant proposals when required by funders, and when necessary, recommend action by the Board.
4. Review all non-budgeted expenditures over a set dollar amount to be determined by the Board of Directors and recommend action to the Board.
5. Annually submit objectives as part of the planning and budgeting process.
6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.
7. Arrange for an annual audit with submission of same to the Board.
8. Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.

Development Committee

Appointments and Composition

Appointments of the chair and members of the Development Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the school leader and in accordance with the Bylaws. The chair of this committee shall be a member of the Board of Directors. Members of this committee shall be members of the Board of Directors, subject to the conditions stated in the Bylaws. Additional committee members may be appointed and need not be members of the Board of Directors.

Responsibilities

1. Works with the staff to develop the school's fundraising plan.
2. Ensures that the case for support is strong, current, and based on the school's mission and goals; and distinguishes the organization from others in the field.
3. Develops policies, plans, procedures, and schedules for Board involvement in fundraising.
4. Helps educate Directors about the school's program plans and the resources needed to realize those plans.
5. Helps educate Directors about environmental factors affecting fundraising among the organization's constituencies (e.g., current events, other organizations' activities, economic factors).
6. Familiarizes Directors with fundraising skills and techniques so that they are comfortable with soliciting contributions on behalf of the school.
7. Sets guidelines for Directors' contributions and then solicits those contributions.
8. Plays a strong role in identifying, cultivating, and approaching major donors (individual and planned gifts, foundation, and corporate).

Academic Achievement Committee

Appointments and Composition

Appointments of the chair and members of the Academic Achievement Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the school leader and in accordance with the Bylaws. The chair of this committee shall be a member of the Board of Directors. Members of this committee shall be members of the Board of Directors, subject to the conditions stated in the Bylaws. Additional committee members may be appointed and need not be members of the Board of Directors. It is anticipated that given the nature of this committee that it may be necessary to have outside academic leaders on the committee.

Responsibilities

1. Define and continue to refine what academic achievement means for our charter school.
2. Ensure that all Board members understand the key charter promises we have made to our community and to our authorizer.
3. Work with the school leadership to devise clear and consistent ways to measure progress towards stated goals.
4. Work with school leadership to set annual academic achievement goals, to be presented to and approved by the full Board.
5. Work with school leadership to share with the Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers.
6. Arrange for Board training on issues related to academic oversight and academic achievement, as needed.
7. Annually submit objectives as part of the planning and budgeting process.
8. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.
9. Report to the Board of Directors at regular meetings of the board in a manner determined by the Board.

At full capacity, the organizational structure of Resolute Academy will consist of four administrators:

- **Head of School.** Leadership, effective implementation of the mission, execution of the vision and day-to-day management of the school, reporting to the Board of Directors, hiring and training new staff, fundraising, and management of the administrative team.
- **Director of Curriculum and Instruction.** Day-to-day leadership of faculty, development and implementation of curriculum, providing instructional and curricular support to improve instructional practice, management of assessment systems including internal, external and national assessments.
- **Office Manager.** Federal, state, and local reporting compliance, budgeting, human resources, accounting, facility, health and safety management.
- **Dean of Students.** Day-to-day leadership of students, school culture, contact and interaction with parents, implementation of the school's discipline policy.

Résumés and Questionnaire Responses of Governing Board

Natasha Barriga-Siperstein is the Lead Founder and proposed Head of School for Resolute Academy, leading the work to design, develop, and submit a successful charter application. She attended Loyola Marymount University which nurtured and supported her vision of academic success and service to the community. While at Loyola Marymount, she earned a BA Literature and a Secondary Teaching Credential, has a preliminary California Teaching Credential, and will complete her Tier One California Administrative Credential in December, 2013. A love of literature and a profound desire to give back propelled Ms. Barriga-Siperstein to join Teach For America in Los Angeles where she witnessed first-hand the academic achievement gap that persists for far too many of our students of color. As the founding senior English teacher, Ms. Barriga-Siperstein designed and developed a curriculum that successfully led many of her students to achieve academic success in college. In addition, she served as a mentor and coach for the ninth grade English teacher and implemented a freshman Honors curriculum to vertically align and streamline the academic process for both students and staff. Currently, Ms. Barriga-Siperstein is a Fellow with the nationally recognized organization Building Excellent Schools (BES).¹¹⁶ Through the BES Fellowship, Ms. Barriga-Siperstein has had the opportunity to study the design and operation of the nation's top performing charter schools to bring best practices to Resolute Academy. The ongoing support that Ms. Barriga-Siperstein receives from Building Excellent Schools, coupled with the network of high-performing charter schools in Los Angeles including BES schools Endeavor College Preparatory, Valor Academy, Equitas Academy, Futuro Preparatory, and Crown Preparatory Charter Schools, ensures that Resolute Academy will have the network of support and proven practice to employ best practices and provide the strongest educational opportunities possible for the students of South Los Angeles. Ms. Barriga-Siperstein recognizes the significance and impact the school's Founding Board has on the financial and organizational viability of Resolute Academy and has assembled a high capacity and diverse group of passionate, committed and dedicated professionals from across the Los Angeles community to serve on the school's Founding Board.

Matthew J. Eandi is a Los Angeles native who believes strongly in improving education in the city of Los Angeles and across the country. For several years, Mr. Eandi has engaged in numerous philanthropic undertakings centered on providing individuals with access to federal healthcare programs and preparations of wills, guardianships and advance healthcare directives and provided immigration aid to individuals for whom such access would otherwise have been unattainable. In both his profession and volunteer work, Mr. Eandi is an advocate of equity and opportunity for those he represents. Mr. Eandi is a member of the State Bar of California, employed as a litigator at the law firm of Ervin Cohen & Jessup LLP in Beverly Hills. He serves in ECJ's Bankruptcy, Receivership, and Reorganization Department, where he focuses his practice areas in bankruptcy, receiverships, and general litigation. In addition to commercial litigation, Mr. Eandi's specific experience includes complex multi-jurisdictional federal and state receivership cases involving Ponzi schemes and other fraud. In bankruptcy cases, Mr. Eandi represents consumers, entities, creditors, creditors' committees and trustees in Chapters 7, 11 and 13 matters. Mr. Eandi received a Bachelor of Science and Juris Doctorate from the University of Miami. Prior to his legal career, he held the position of Senior Account Executive at an international real estate marketing firm.

¹¹⁶ For more detail on the Building Excellent Schools (BES) Fellowship, please see **Attachment A**. Schools founded through BES access continued support through the BES Connect to Excellence program. For more detail on the BES Connect to Excellence program, please see **Attachment B**.

Mr. Eandi brings his unbridled enthusiasm to the Resolute Academy Founding Board along with his experience in business management and legal background.

Heraldo A. Gonzales II, Deputy Director of Operations for The Broad Center for the Management of School Systems, believes that a great education helps lead to economic prosperity, social justice, and personal self-awareness. Born in the Philippines, Mr. Gonzales came to the United States as a toddler and after attending the Los Angeles Unified School District he became the first person in his family to go to college in the United States. In his role at The Broad Center, Mr. Gonzales is responsible for managing the operations of The Broad Center's headquarters, and he develops and manages the administrative, financial, and operational systems for the Center and its core programs. Prior to joining The Broad Center, Mr. Gonzales spent more than 10 years at the University of California, Los Angeles (UCLA), the last four of which he served as Administrative Services Director at UCLA Counseling and Psychological Services. He previously served as the Business Officer for UCLA's Community Programs Office and as Founding Director of the UCLA Samahang Pilipino Advancing Community Empowerment (S.P.A.C.E.) Project, which was started to address the low numbers of traditionally under-represented students entering UCLA. Mr. Gonzales has a Bachelor's degree from UCLA and is working towards a Juris Doctorate at the Concord Law School.

Kedisa Johnson contributes expertise in nonprofit program management, organizational development, and community-building to the Founding Board. Having led various initiatives related to global and community-based education and economic development, Ms. Johnson's experience ranges from partnership and donor development to strategic planning and stakeholder management. In her current role as Managing Director and Project Consultant at Synthesis Enterprise Management Group, a consultancy of independent subject matter experts serving the nonprofit, civic, public and private sectors. She works with organizations to develop their strategic plans, fund and donor development strategy, capacity building framework, and collaborative partnership structures. An active community member, Ms. Johnson seeks to have continued impact and serves as the Los Angeles Liaison for the Project Management Institute Educational Foundation, the nonprofit charitable arm of the Project Management Institute. Ms/Johnson earned a Bachelor of Arts from UCLA and she is currently pursuing a Master's of Business Administration at Mt. St. Mary's College. She is an alumna of AmeriCorps and the Riordan Leadership Institute.

Norman Y. Lee is First Vice President at CB Richard Ellis where he manages major real estate clients including the Pacific Charter School Development Corporation in their work of acquiring, financing, renovating and leasing facilities across Los Angeles. Prior to his work with CB Richard Ellis, Mr. Lee was Managing Director at Studley, Incorporated where his experience in pricing, negotiating styles and asset goals informed the negotiating process and allowed Mr. Lee to deliver on creative and complex transactions, encompassing significant cost savings and critical real estate solutions. Prior to joining Studley, Mr. Lee served as Senior Vice President of Jamison Properties while he held overall responsibility for leasing, marketing, build-to-suits, construction, asset management and property management for the company's two million-plus-square-foot portfolio. Mr. Lee earned BS from NYU Stearn's School of Business. As a commercial real estate advisor, former property manager, and community leader, Mr. Lee brings important knowledge of business, real estate and facilities will allow me to contribute to the Resolute Academy Board.

Adrian Manalang is currently the Director of Finance and Administration at the UCLA Center for Health Policy Research. In his work, he manages the financial and administrative activity for the center, including fund accounting, human resources, contract and grant management, material management and information systems. Before joining the Center for Health Policy Research, Mr. Manalang served as the Associate Director of Finance for the UCLA Department of Radiology where he was responsible for overseeing the revenue cycle, business development, and annual budgets in excess of \$65 million dollars. He designed systems for analysis and reporting for clinical productivity and financial data. Throughout his education and career, Mr. Manalang has always believed that a high quality education is the key to success and empowerment. He fully believes in and supports the mission of Resolute Academy and believes that his strengths in finance and management will be well utilized on the board. He holds a Bachelor's degree in Anthropology with a minor in Asian Studies from UCLA and is a graduate of the Executive Masters of Public Health, Healthcare Management & Policy from UCLA.

Jason Mandell is Director of Public Affairs at United Way of Greater Los Angeles, which has as its mission to end poverty in L.A. County. Mr. Mandell handles media and communications, with a particular focus on the organization's efforts to strengthen public education by advocating for equitable policies, enhancing parental engagement and raising public awareness. Prior to joining United Way, Mr. Mandell was Director of Communications at Communities for Teaching Excellence, a national organization based in L.A. that sought to engage communities in education reform. A former journalist, Mr. Mandell has reported on a wide range of issues, from real estate development to homelessness, for *L.A. Weekly*, *L.A. Downtown News*, and other publications. Reporting on efforts to transform struggling L.A. schools led Mr. Mandell to seek out a role in education advocacy. He has also mentored and tutored elementary school students, including a boy in the Florence neighborhood, as a volunteer with School on Wheels and Young Storytellers. Raised outside New York City, Mr. Mandell received a Bachelor's degree in English from Pomona College.

Daphne Yousem works as an independent marketing and public relations consultant, working with a variety of clients including regional medical centers, independent physician practices, retail environments and small businesses. From comprehensive and multi-dimensional strategic marketing plans, to online website development in WordPress, Ms. Yousem has managed business-to-business communications for Kaiser Permanente and served as the Director of Marketing for Encino-Tarzana Regional Medical Center. Her communications career started in television as a cut-in producer for KCAL Channel 9 News. The mother of two middle-school age boys with special needs, she understands and knows first-hand the challenges of both the special needs student, as well as the California curriculum standards for grades five through eight. She received a Bachelor's degree from UCLA and Master's Degree from University of Southern California.

Analee Villalpando is the Resident Services Coordinator at Thomas Safran and Associates (TSA), a Southern California-based affordable housing company. In this position, Ms. Villalpando coordinates on-site educational, exercise and social programs for over 10,000 residents that reside within the TSA apartment communities. Throughout her professional career, Ms. Villalpando has applied her passion and skills to provide underserved communities, such as inner-city students and immigrant families, with the tools and resources they needed in order to enhance their quality of life. After graduation from UCLA with a Bachelor of Arts, she focused her efforts on helping the

many under-served communities of Los Angeles, and in 2009 became an After-School Site Coordinator for the nationally recognized non-profit Youth Policy Institute. There, Ms. Villalpando oversaw the year-round academic, enrichment and athletic after-school programs that took place at Alliance Dr. Olga Mohan High School, a high-performing school in inner-city Los Angeles. Ms. Villalpando brings a variety of skills such as community outreach, social services, program development, event and fundraising coordination, and hiring to the Resolute Academy Founding Board.

Compliance with the Brown Act

Resolute Academy and all of its governance meetings will comply with the Brown Act.

Process for Ensuring Parental Involvement

Parent Involvement in Governance

While parents of current Resolute Academy students will not serve as members of the Governing Board, it is critical that parents are invested in the success of the school and that they have a voice in matters critical to the school's success.

We firmly believe that parents are our partners in the work and that they must be kept apprised of information regarding matters of the school that may affect their student's academic performance or character development.

To ensure that parents are involved at the board level, Resolute Academy will employ the following strategies:

- Parents may serve as members of Board Committees such as the Academic Achievement and Development Committees.
- Parents may serve as active participants and elected officers of Resolute Academy Parents for Success.
- Parents are invited to attend monthly Board meetings and all additional scheduled Board meetings.
- Parents will be notified of all Board meetings in compliance with the Brown Act.
- All meeting agendas will be posted in the school's main office.
- All meeting minutes will be placed in the school's main office.
- Parents are encouraged to complete and submit Midyear Parent Satisfaction Surveys.
- Parents are encouraged to complete and submit End-of-year Parent Satisfaction Surveys.¹¹⁷

Parental Involvement in School Governance

While we do not reserve a parent seat on the governing Board, Resolute Academy does believe that parents, and their overall satisfaction, should be a key component of our commitment to the community. As a result, parent satisfaction is a part of our accountability plan and we will take the

¹¹⁷ For a draft Parent Survey, please see **Attachment D**.

necessary steps to ensure that parents are satisfied with the college preparatory program we have outlined in this charter. We believe that effective communication between the family and the board is important; therefore, we encourage parents to participate in the following ways:

- Encourage participation in the semi-annual parent satisfaction survey.
- Encourage board meeting attendance through posting of Board Agenda and meetings in the main office in adherence with the Brown Act.
- Invite families to serve on Board Committees.
- Serve as an officer or member of the Resolute Academy Parents for Success.
- Share thoughts and concerns with the Head of School on an ongoing basis and monthly within school *cafecitos*.
- Accept invitations to attend Board meetings as public speaker(s).
- Attend Board committee meetings.

In the first year of the school, we will work with parents to develop a comprehensive parent involvement plan. With interested families, we will review and revise this plan annually to ensure that we are creating a community where parents are truly our partners.

Resolute Academy Parents for Success

Resolute Academy Parents for Success is a partnership between parents and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing workshops for parents and community members.

Resolute Academy Parents for Success will actively contribute to the education of students and improve the quality of life for Resolute Academy families and the larger community.

The Head of School, along with the elected parent liaison, will lead the parent orientation and clearly outline the expectations for parental involvement as well as the importance of the Resolute Academy Student and Family Compact.¹¹⁸ The Head of School will work closely with the Resolute Academy Parents for Success parent representative to organize monthly meetings. During the monthly meetings, parents are invited to attend and participate in conversations with the school leader about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

Resolute Academy Compact

The Resolute Academy Student and Family Compact is a mutual agreement between the school and the parents. This agreement is not a condition for enrollment. The compact states the school's commitment to the parents and students, and the family's and student's commitment to the school. Resolute Academy agrees to partner with the parents and students to reach the academic performance goals outlined in **Element 2**, as well as maintain effective communication regarding individual student behavior and academic progress to goals. The parents promise to attend Parent Orientation, pick-up report cards, provide a quiet place to study, review student agendas, review

¹¹⁸ For draft Student and Family Compact, please see **Attachment K**.

and sign weekly DREAM reports,¹¹⁹ and be an active participant in the learning process. The Head of School, Advisory Teacher, parent and student all sign the compact which will be reviewed with parents during the annual orientation process.

Assurances

Resolute Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Resolute Academy will comply with the Brown Act.

Members of Resolute Academy's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest. Resolute Academy's Board Membership Expectations can be found in **Attachment H** and Conflict of Interest Policy can be found in **Tab 9**.

The District reserves the right to appoint a single representative to the charter school board pursuant to *Education Code section 47604(b)*.

Grievance Procedure for Parents and Students

Resolute Academy will 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 Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Resolute Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Resolute Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Resolute Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Resolute Academy will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

¹¹⁹ For more detail on DREAM reports, please see pages 149-151 of **Element 10**.

LAUSD Charter Policy

Resolute Academy will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries

Resolute Academy and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Resolute Academy and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Resolute Academy.

Element 5 - Employee Qualifications

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

A “reasonably comprehensive” description must:

- Describe the necessary job descriptions and qualifications for school employees;
- State that the charter school will conform to the legal requirement that all charter school teachers shall 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;
- Assure that the school will maintain current copies of all teacher credentials and that they be readily available for inspection and procedure for monitoring credentials;
- Assure the school will comply with NCLB requirements for teachers and paraprofessionals.

Qualifications

Resolute Academy Charter School (“Resolute Academy”) will comply with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, will comply with subject matter competency, and all other requirements of the No Child Left Behind Act.

In year one of operation, the staff will include: the Head of School, Office Manager, Office Manager, Student Support Coordinator, and Teachers. At full capacity, the staff will include: the Head of School, Office Manager, Director of Curriculum and Instruction, Dean of Students, Student Support Coordinator and Teachers. In all years, the school will be supported by the financial back-office vendor ExED.

Due to the slow growth model of the proposed charter school, job summaries, position descriptions, and job responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the school’s early years. We recognize that as Resolute Academy grows the organizational chart and job descriptions may vary based upon the needs of our students and the continued growth of our educational program.

Non-Discrimination Statement

Resolute Academy believes that all persons are entitled to equal employment opportunity. Resolute Academy shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Employee Records

Resolute Academy 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.

Background Checks

Resolute Academy will comply with *California Education Code 44237* and *45125.1* regarding the requirement to fingerprint and obtain background clearance of employees. Prior to the first day of work with students, Resolute Academy will process all background checks through LiveScan, administered by the United States Department of Justice.

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

No Child Left Behind

Resolute Academy agrees to comply with the provisions of the No Child Left Behind Act as they apply to highly-qualified certificated personnel and paraprofessional employees of charter schools.

Employee Welfare and Safety

All Resolute Academy employees have the right to a drug and tobacco-free workplace. We will maintain a drug and tobacco-free school.

Furthermore, Resolute Academy will comply with all Local, State, Federal and District policies as they pertain to employee welfare, health and safety issues.

Terms and Conditions of Employment

All employees of Resolute Academy will be at-will employees. The terms and conditions for employment at Resolute Academy 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.

Recruitment of Staff

Resolute Academy 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 Board of Directors will set compensation for, hire, support, and evaluate the Head of School. All other staffing decisions will be made by the Head of School 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, the selection process is rigorous and comprehensive. The hiring process will consist of a multi-step application and interviewing process.

To recruit highly qualified, highly effective teachers, Resolute Academy has developed an intensive interview process based on best practices observed at Crown Preparatory Academy and Futuro Preparatory Elementary Charter Schools in Los Angeles, California.

1. Candidates submit Cover Letter and Resume which are reviewed by the Head of School in year one, and the Head of School and Director of Curriculum and Instruction in all subsequent years.
2. Selected candidates are invited to participate in an initial first screening phone interview during which they will be asked questions to gauge for mission alignment and school fit.
3. Selected candidates are asked to respond to three essay questions.
4. Selected candidates are then invited to participate in a day long school visit and to prepare and deliver a mock instructional lesson. In our first year, teachers will be taken to a high performing charter school in the Los Angeles area to deliver the lesson. If a school cannot accommodate the process, teachers will execute their mock lesson in front of a panel of highly qualified, effective teachers and administrators. Starting in year two, all invited candidates will do their mock instructional lesson within Resolute Academy.
5. Selected candidates are then invited to join the Resolute Academy team.
6. 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 will include, but is not limited to:

- Development of job qualifications and a thorough job description
- Posting of job openings
- Recruiting from agencies such as Teach For America and graduate schools of education
- Participation in career fairs
- Request of a resume, cover letter, and short essay responses
- Short introductory interview(by phone)
- Sample teaching lessons followed by debrief
- Extensive interview with multiple members of the school's existing staff
- Verification of credential and previous employment, State and Federal criminal background checks, and professional and personal reference checks of strong candidates
- Offers of employment

The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

Staff Compensation and Benefits

The Head of School of Resolute Academy, in consultation with the Board of Directors, will develop a salary schedule for the school. The salary schedule will be based on, but not be limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools.

Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate's experience and responsibilities. The salary of the Head of School will be set by the Board of Directors.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation. See **Element 11** for more information regarding retirement.

Performance Evaluation

All Resolute Academy staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed by each staff member and their direct supervisor. All goals will be in accordance with the mission and vision of Resolute Academy. Staff evaluations will be based on the degree to which goals and objectives have been achieved. Each teacher at Resolute Academy will receive three formal observations each year, one per trimester, and will be observed on a weekly basis. We believe that the end of year evaluations should be a comprehensive view of the teacher's ability to meet his/her annual goals and that there should be no surprises.

If a staff member is having difficulty achieving his/her goals, his/her direct supervisor will provide the appropriate support and training. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and process for Resolving Complaints/Grievances.

Monitoring Credentials

Resolute Academy will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Resolute Academy Head of School or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. Resolute Academy will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas 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.

Job Descriptions of Key Personnel

As noted in the organization chart located in **Element 4**, when fully grown, the staff of Resolute Academy will include the following key personnel:

- Head of School
- Director of Curriculum and Instruction
- Student Support Coordinator
- Dean of Students
- Teachers
- Office Manager
- High School Placement Counselor

Head of School

Position Summary

The Head of School of Resolute Academy is directly accountable to the Board of Directors for the school's academic success, mission advancement, financial stability, and organizational health. The Head of School will oversee the Director of Curriculum and Instruction, Office Manager, Dean of Students, and all instructional staff.

Reporting

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

Qualifications

- Master's Degree preferred, and at least two years of teaching experience in urban areas
- TB Clearance
- 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
- 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

The Head of School's responsibilities are expansive. As the leader of Resolute Academy, the individual who assumes the Head of School position must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- 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
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Evaluate school performance on multiple measures and adjusting programs accordingly to maximize achievement
- Advocate on behalf of the school
- Serve as the school's primary spokesperson
- Ensure that the school follows all applicable District policies and State and Federal laws

Office Manager

Position Summary

The Office Manager is hired by and reports directly to the Head of School and works closely with outsource back-office provider EXEd.

Qualifications

- Bachelor's Degree required
- TB Clearance
- Advanced degree and experience in operations and/or school finance preferred
- Commitment to upholding and implementing Resolute Academy'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 ExED
- Purchase and maintain non-instructional supplies
- Coordinate federal forms, checks, payroll and benefits for Resolute Academy 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
- Prepare vendor checks
- Apply for and manage Title I funding
- Assist Head of School with fundraising
- Assist with school-wide projects

Director of Curriculum and Instruction

Position Summary

The Director of Curriculum and Instruction will be responsible for providing instructional leadership to teachers and support staff to ensure the ultimate academic success of the school. The Director of Curriculum and Instruction is responsible for overseeing and evaluating teachers and reports directly to the Head of School.

Qualifications

- NCLB Highly Qualified
- TB Clearance
- CA teaching credential or Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
- Two years urban teaching experience preferred
- Knowledge regarding California Middle School State Standards and Common Core
- Experience in education, strategic planning, and staff development
- Marked success and quantifiable and objective student performance gains that surpass state and local district averages
- Bachelor's Degree required; Master's or advanced degree preferred

Job Expectations

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Set and monitor the grading policy
- Design the school's academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the CST, CELDT, and other state and national norm-referenced tests
- Implement and run Professional Development Data Days for Teachers as well as Taxonomy trainings
- Work closely with Teach For America to manage any and all corps members employed at the school
- Serve as the primary substitute teacher

Student Support Coordinator

Position Summary

The Student Support Coordinator 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 Student Support Coordinator also provides direct special education services to students as needed. The Student Support Coordinator reports to the Head of School in year one and reports to the Director of Curriculum and Instruction in all subsequent years.

Qualifications

- NCLB Highly Qualified
- TB Clearance
- Bachelor's Degree required; Master's Degree preferred
- Certified Special Education teacher or administrator with California licensure
- Experience working with students with special needs
- Knowledge about the IEP process
- Belief that all students can learn at the highest academic levels

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

Dean of Students

Position Summary

The Dean of Students will be responsible for the oversight of non-academic and behavioral concerns regarding students. S/he will serve as the primary interface between the school and the students' homes. The Dean of Students will also be responsible for the day-to-day oversight of student discipline, coordination of parent orientation, and/or coordination of family events outside of the regular academic program. The Dean of Students will report directly to the Head of School.

Qualifications

- Bachelor's Degree required; Master's Degree preferred
- TB Clearance
- Experience working with students in urban communities
- Oral and written fluency in Spanish preferred
- Commitment to ensuring an orderly, structured academic environment
- Detail-orientation
- Ability to work with students one-on-one to address behavioral concerns and improve academic performance
- Proven ability to maintain positive working relationships with parents and students
- Ability and willingness to lead community outreach

Job Expectations

- Lead one advisory
- Lead community meetings
- Create, implement and manage all data from annual Parent/Guardian Surveys
- Ensure that all families are visited prior to the first day of school
- Ensure that advisory teachers are communicating with all parents every two weeks

- Work with the Head of School to invest parents in the school and manage the Resolute Academy Families for Success
- Work with the Head of School 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

Teachers

Position Summary

Teachers at Resolute Academy 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 has to ensure the success of the academic program and student achievement. Teachers will report to the Head of School.

Qualifications

Pursuant to *Education Code 47605 (1)* all teachers at Resolute Academy 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 (1)* for teachers in non-core courses.

- Bachelor's Degree
- TB Clearance
- NCLB Highly Qualified
- CA teaching credential or a Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
- Two years of urban teaching experience preferred
- Background Clearance from FBI/DOJ
- TB Clearance
- 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 language learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Job Expectations

- Teaching 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 Head of School
- 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

High School Placement Counselor

Position Summary

The High School Placement Counselor must have a strong belief in the mission and vision of Resolute Academy. The High School Placement Counselor is responsible for assisting students and parents with the high school selection process. He/she is also responsible for building relationships with competitive, academically rigorous high schools in the Los Angeles area. The High School Placement Counselor is hired by and is directly accountable to the Head of School.

Qualifications

- Leadership and networking experience in high school and/or college placement
- 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
- Results-driven leader with experience and commitment to effective and efficient outcomes
- Exceptional and experienced writer, speaker, and editor
- Strong work-ethic, detail-oriented, with exceptional organizational skills
- Must possess a bachelor's degree
- Valid Pupil Personnel Services: School Counseling Credential
- Two to three years in educational placement preferred
- Bilingual(Spanish and English) preferred

Job Expectations

- Develop and implement graduate services program
- Build strategic relationship with college preparatory high schools
- Serve as liaison between Resolute Academy and the school's alumni
- 8th grade promotion planning
- Foster relationships with organizations that provide scholarships to students in urban areas to attend private high schools
- Facilitate parent involvement in the high school placement process

- Work with Head of School to organize and facilitate high school placement meetings with parents
- Oversee parent volunteers
- Connect students to summer opportunities
- Manage all application paperwork and deadlines
- Manage testing related to high school entrance
- Prepare and maintain all student high school placement options records and documentation
- Coordinate high school visits
- Work with Head of School on student academic and behavioral performance as it relates to high school acceptance

Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.”

Ed. Code § 47605 (b)(5)(F)

A “reasonably comprehensive” description must:

- *Provide, if known, the address of the facilities to be used by the charter school or the school’s plan for obtaining a facility;*
- *(If the charter is approved by the District, and the charter school wants to relocate to an area different from the targeted area originally designated in the charter, a material amendment will be required by the charter’s board of directors, prior to opening the charter school in the new location.*
- *Assure that the schools’ facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance;*
- *Assure that a site will be secured with an appropriate Certificate of Occupancy. Assure that a comprehensive school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan;*
- *(If the school safety plan has already been developed, please include it as an attachment to the petition.)*
- *Includes District required language regarding health and safety procedures.*

Facility Address

The address of the Facility is unknown; however, Resolute Academy has done extensive outreach in the Florence neighborhood of South Los Angeles. Florence is bordered by the 110 Freeway on the West, Slauson Avenue on the North, Central Avenue on the East and Manchester Avenue on the South.

Resolute Academy will work closely with Pacific Charter School Development (PCSD) in the potential acquisition of a facility. PCSD is a non-profit real estate development organization that finds, acquires, finances, and builds low cost facilities to high quality charter schools. Focused on neighborhoods with chronically overcrowded and underperforming schools, their projects allow constituent charter schools to concentrate on classroom instruction rather than real estate development. Over their eight year history, PCSD has created 44 schools on 32 campuses serving 17,381 students. In 2011, PCSD completed 1,351 seats for 3 schools on 3 campuses. PCSD is a partner with Building Excellent Schools, and Lead Founder Natasha Barriga-Siperstein as a Building Excellent Schools Fellow receives free consulting services and support from PCSD during the charter start-up phase. Most recently, PCSD managed the build out, occupancy, and leasing for Equitas Academy Charter School, a high performing LAUSD charter school located in Pico Union, founded in 2009 by Building Excellent Schools Fellow Malka Borrego. Other PCSD clients include KIPP, PUC, and Aspire.

Resolute Academy will also work with ExEd, a highly respected financial back office vendor with multiple years of success working with charter school in Los Angeles and ensuring that all financial requirements, including all reporting elements, are managed efficiently and fully, including those involved with facility leasing, renovation, and/or purchase.

In addition, Resolute Academy will submit an application for Proposition 39 space.

School Safety Plan Assurance

Resolute Academy assures that a school safety plan will be developed and kept on file for review. School staff will be trained annually on the safety procedures by the Head of School in year one and the Office Manager in all subsequent years. Training will be conducted on an annual basis during summer professional development before the start of each school year. Additional training will be conducted as needed throughout the school year.

Facility Safety

Resolute Academy will test all sprinkler systems, fire extinguishers, and fire alarms annually to ensure that they remain in an operable condition.

Fire, Earthquake, and Evacuation Drills

Resolute Academy students and staff will participate in frequent earthquake drills, fire drills and at least one lock-down drill annually.

Staff members will be trained by the Head of School in year one and by the Office Manager in all subsequent years during summer orientation on the school safety plan and before the first day of school each year. The school safety plan outlines all procedures to be followed in case of an emergency. Staff members are responsible for ensuring the safety of their students and as such will be trained to the highest degree possible regarding fire, earthquake and evacuation procedures.

Health and Safety Procedures

Resolute Academy 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 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.

- **Food Service and Other Auxiliary Services Safety**

Resolute Academy may contract with an outside agency for its food service needs. Resolute Academy 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 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, all potential staff members must submit a criminal background check, within 30 days, as required by *Education Code 44237* and *45125.1*. Resolute Academy 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 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.

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 Head of School and available for inspection by appropriate authorities as required.

- **Mandated Reportership**

All staff members, certificated and non-certificated, are mandated reporters. All staff members, new and returning, will undergo Mandated Reporter training each summer prior to the start of the school year. The Head of School will conduct the training annually during summer professional development to ensure that all staff are aware of their duties as mandated reporters. The Head of School 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 staff, certificated and non-certificated, are required to undergo testing for Tuberculosis. This must be done prior to commencing employment at Resolute Academy as required by *Education Code Section 49406*.

- **Immunizations**

Staff and students at Resolute Academy 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 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. Resolute Academy will adhere to *Education Code Section 49450, et seq.*, as applicable to the grade levels served by the school.

- **CPR Training**

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

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

Resolute Academy functions as a drug, alcohol and tobacco free workplace.

- **Certificate of Occupancy Assurance**

Resolute Academy assures that a site will be secured with an appropriate Certificate of Occupancy prior to school opening.

Insurance Requirements

No coverage shall be provided to Resolute Academy Charter School (“Resolute Academy”) by the District under any of the District’s self-insured programs or commercial insurance policies. Resolute Academy 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] to protect Resolute Academy from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Resolute Academy’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 (“Board of Education”) as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-

Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. **Fidelity Bond** coverage shall be maintained by the 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 \$50,000 per occurrence, with no self-insured retention.
5. **Professional Educators Errors and Omissions** liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. **Sexual Molestation and Abuse** coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
7. **Employment Practices Legal Liability** coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. **Excess/umbrella 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. *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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

Hold Harmless/Indemnification Provision _____

To the fullest extent permitted by law, Resolute Academy 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. Resolute Academy 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, Resolute Academy agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan _____

Resolute Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Resolute Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

FERPA _____

Resolute Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting _____

Resolute Academy shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and

any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Resolute Academy will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Resolute Academy shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Element 7 – 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) A “reasonably comprehensive” description must: Include a thorough description of the annual outreach efforts of the charter school,
Describing*

- *What methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, and the like)*
- *What geographic areas will be targeted in outreach efforts;*
- *What languages will be used for outreach;*
- *How these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the District.*

Court-ordered Integration

Resolute Academy Charter School (“Resolute Academy”) will 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 Student Integration Services (collectively the “Court Ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Resolute Academy will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominately Hispanic Black Asian Other (PHBAO) compared to Other White(OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Target Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Annual Outreach Efforts

- **Recruitment and Advertisement Methods**

Resolute Academy, upon authorization, will implement a targeted, aggressive recruitment plan to ensure that, prior to our proposed August 2014 opening, we are fully enrolled with our target of 120 students in grade five and that we have a robust waitlist to guard against attrition challenges as experienced by some charter operators.

We have engaged the community deeply within the planning phases, as evidenced by Letters of Support in **Tab 14**. Our community partners include:

- Eric Moore, CEO, Educate California
- Deacon Wilson, Praise Zion Baptist Church
- Ray Causley, Pastor, Living Way Community Church

- Tian Mu, Chief Executive Officer, Naked Sky Entertainment/ Board Member, LA's Best
- Joel Jacinto, Executive Director, Search to Involve Philipino Americans
- Urla Gomes-Price, Chief Executive Officer, Episcopal Community Credit Union
- Brent Walmsley, Outreach Director, Educators4Excellence

We have conducted community canvassing events in Florence on the following dates:

- January: 25th and 26th
- February: 1st and 2nd and the 23rd, 24th and 25th
- March: 23rd and 24th

Please find, included in **Attachment L**, materials from our outreach work thus far. We will leverage our wide base of community support during all outreach work once authorized.

Outreach strategies will take place immediately following authorization until August 2014. Resolute Academy's planned outreach efforts will include, but are not limited to:

- Development of marketing materials in English and Spanish¹²⁰
- Presentations and flyer distribution at community meetings/events:
 - Neighborhood council meetings
 - Chamber of Commerce meetings: Latino Business Chamber of Greater Los Angeles; Crenshaw Chamber of Commerce; Greater Los Angeles Africa-American Chamber of Commerce; Compton Chamber of Commerce; Korean-American Chamber of Commerce
- Presentations and flyer distribution at community organizations who work with families, such as:
 - The YMCA of Greater Los Angeles
 - Challengers Boys and Girls Club
 - The Ascot Branch Los Angeles Public Library
 - LA's Best
 - A Place Called Home
 - Beyond Shelter
 - Divine Temple M.B.C
 - Greater New Morning Star Baptist Church
 - South LA Sports Center
 - Praises o Zion Baptist Church

In addition, we will engage the community through a number of venues and events, including but not limited to, greeting and speaking with families at local businesses, grocery stores, WIC centers, libraries, and restaurants; engaging in community events, fairs, and carnivals; holding information tables at shopping centers, social services agencies, housing projects, faith-based organizations, medical centers and apartment complexes. In addition, we will employ the following approaches:

¹²⁰ Should there be need for additional languages based upon the needs of the community, we will provide further translations.

- Presentations and flyer distribution at adult classes, such as those held at local public libraries, park and recreation centers, etc.
 - Bethune Community Center
 - The Ascot Branch Los Angeles Public Library
- Open Houses and informational meetings at the school site
- Outreach to local television, radio and print media reporters
- Advertisements in local newspapers, local organization newsletters and local radio stations
 - Newspapers including: *The Los Angeles Times*; *The Daily News*; *The Los Angeles Sentinel*; *Hoy*; *La Opinion*
 - Radio stations, including Spanish-language outlets such as 93.9 and 96.3 FM and 930 and 1020 AM

Targeted Community

Our plan includes aggressive community outreach, in both English and Spanish because it reflects the community demographics, that will provide an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of Florence. Florence is bounded by the 110, Central, Slauson and Manchester and is in the 90003 zip code.

Figure 7.01 provides community data that can also be found in **Element 8** and more information regarding student achievement and demographic data can be found in **Element 1**.

| School Name | State Rank | Math Proficiency | English Proficiency | Met AYP | Total # Served |
|-----------------------|-------------|------------------|---------------------|-----------|----------------|
| Watts Learning Center | 1/10 | 7.3% | 17.9% | NO | 113 |
| Charles Drew | 1/10 | 23.9% | 23% | NO | 1280 |
| Los Angeles Academy | 1/10 | 27.8% | 37.5% | NO | 2082 |
| Mary McLeod Bethune | 1/10 | 29% | 30.5% | NO | 1381 |
| Thomas A. Edison | 1/10 | 41% | 37% | NO | 1176 |

While we are committed to serving any child who wishes to attend Resolute Academy, the majority of our recruitment efforts will focus on attracting families living within the boundaries of Florence. We plan to work within the community and closely with community organizations to build support for the school and ensure successful enrollment.

Outreach Languages

In addition to promotional materials in both English and Spanish, Resolute Academy will provide translation services for in-person interaction requiring translation.

Attaining Racial and Ethnic Balance

Resolute Academy will keep on file documentation of the efforts made to achieve the racial and ethnic balance the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description located in **Element One** and recruitment plan located in **Element Seven**, Resolute Academy seeks to serve the families of Los Angeles, with a particular emphasis on reaching out and recruiting in the underserved community of Florence. The local public school population has a high Hispanic demographic (67.5%) as well as a high socio-economically disadvantaged population (based on the data from surrounding schools, on average, 95% of students are eligible for Free or Reduced Lunch). Resolute Academy anticipates that our students will reflect similar socioeconomic statistics.

No admission test will be required for enrollment. Tests may be administered, after enrollment, to determine appropriate course placement for students entering after the fifth grade.

As stated in our mission and vision, Resolute Academy will equip all students, regardless of background, with the academic foundation and strength of character necessary to excel in selective high schools and colleges. Resolute Academy is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District's territorial jurisdiction.

To accomplish this, Resolute Academy will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood), and in other languages as the community may reflect.
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit local elementary schools that will serve as feeders to Resolute Academy.

Since Resolute Academy plans to be located in or near Florence and its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted in that geographic area. This will ensure that Resolute Academy's racial and ethnic balance is reflective of the District schools nearby.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students _____

The District and Resolute Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Resolute Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Resolute Academy shall have the right to continue attending Resolute Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Resolute Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Resolute Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Resolute Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Resolute Academy under the NCLB-PSC program increases in subsequent years, Resolute Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance _____

As a recipient of federal funds, including federal Title I, Part A funds, Resolute Academy agrees to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs.

Resolute Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Resolute Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement.

The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Resolute Academy also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H) A “reasonably comprehensive” description must:

- State that the charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A);
- Describe any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes;
- Describe the efforts the school will employ to recruit academically low-achieving, economically disadvantaged students, and students with disabilities;
- Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:
 - a. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process;
 - b. The method the school will use to verify lottery procedures are fairly executed;
 - c. The timelines under which the open enrollment period and lottery will occur;
 - d. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery;
 - e. The date and time the lotteries will occur so most interested parties will be able to attend;
 - f. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted; Note: In the case of an existing district school converting to a charter school, application of the preference specified in Education Code § 47605 to give admission preference to students residing in the school’s former attendance area shall be allowable unless the application of that preference results in a student population grossly dissimilar to the ethnic and racial balance of the district, in which case the preference to be granted would become a statistical advantage, not an absolute guarantee of admission.
 - g. The procedures the school will follow to determine waiting list priorities based upon lottery results;
 - h. The 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 in order to secure admission;
 - i. The records the school shall keep on file documenting the fair execution of lottery procedures.

General Admission Assurance

Resolute Academy Charter School (“Resolute Academy”) will admit all pupils who wish to attend the school as outlined in *Education Code, Section 47605(d)(2)(A)*.

Specific Admission Requirements and Non-discrimination Assurances

Resolute Academy does not have any specific admission requirements. The school does not admit students based on race, sex, sexual orientation, national origin, religion, or disability status. Resolute Academy will be non-sectarian in its programs, curriculum, and operations, and will not charge tuition. Resolute Academy will adhere to all state and federal laws regarding the minimum age of students.

Resolute Academy will adhere to the provisions of the 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. Resolute Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to

enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Recruiting Academically Low-Achieving, Economically Disadvantaged Students, and Students With Disabilities

At Resolute Academy, 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 will be a tuition-free, public charter school. We are open to all students; however, as outlined in **Element 7** of this petition, we have targeted our recruitment efforts in the Florence community of South Los Angeles, zip code 90003.

We expect that children in our target neighborhood will come from families that are *economically disadvantaged and that as students, they will be academically low achieving*. According to *The LA Times* neighborhood report, the median family income in Florence is \$29,000. The average FRL rates in local schools from our students average 90%. Student achievement rates are chronically low. **Figure 8.01** details the academic achievement data from Mary McLeod Bethune, the only middle school in Florence, along with other schools in nearby areas, and as can be found in **Element 1**. A more comprehensive list can be found in the Demographic Comparison Data included in **Element 1**.

Figure 8.01: Local Academic Achievement

| School Name | State Rank | Math Proficiency | English Proficiency | Met AYP | Total # Served |
|------------------------------|-------------------|-------------------------|----------------------------|----------------|-----------------------|
| Watts Learning Center | 1/10 | 7.3% | 17.9% | NO | 113 |
| Charles Drew | 1/10 | 23.9% | 23% | NO | 1280 |
| Los Angeles Academy | 1/10 | 27.8% | 37.5% | NO | 2082 |
| Mary McLeod Bethune | 1/10 | 29% | 30.5% | NO | 1381 |
| Thomas A. Edison | 1/10 | 41% | 37% | NO | 1176 |

To ensure full access to the school, a student’s IEP, prior academic record, socio-economic status and race will not be considered a condition for enrollment. As evidenced by **Attachment M**, our **Lottery Form** does not require parents to indicate anything other than their name, home address, and contact information. Assurances of full and equal access to the school, regardless of IEP, prior academic record, socio-economic status or race will be provided at all information sessions, on all printed materials pertaining to enrollment and will be vocally addressed during conversations with students and parents.

Our recruitment efforts have already begun and will continue throughout our founding year and into August of 2014 to ensure that we meet our goal of 120 fifth graders in our inaugural class. We will rely on techniques such as postering, flyer¹²¹, information sessions and booths at local community organizations including The 77th Los Angeles Unified Police Precinct, The Challenger's Boys and Girls Club of South Los Angeles, the South Los Angeles Sports Activity Center, the Mary McLeod Bethune Community Center and, and door-to-door canvassing within the Florence community bounded by Slauson, South Central, the Harbor Freeway and Manchester. Please see Letters of Support from these organizations in **Tab 14**. The outreach methods outlined above are designed to ensure that all students, namely those in socio-economically disadvantaged communities, have the opportunity to attend a quality public school.

More information on community resources and partnerships that have been developed and will continue to be developed, can be found in **Element 7**.

Random Public Lottery

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *California Education Code 47605(d)(2)(B)*, a random public lottery will be held.

a. Method to communicate to all interested parties rules to be followed during lottery 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 of the first Friday in April at 5:00 PM 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's website. Parents are invited but not required to attend. The Head of School will introduce the lottery and explain the process to all stakeholders.

The Head of School 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 Head of School, 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 on the first Friday in April at 5:00 PM, all applicants will be notified in writing that they have a seat

¹²¹ Please see **Attachment M** for the Resolute Academy Flyer and **Attachment N** for the Resolute Academy Primer that have been distributed within the Florence community during the planning stages of this document.

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.

b. Method School Will Use to Verify Lottery Procedures are Fairly Executed

In the event that a lottery needs to be held, it will be conducted on the third Saturday in April at 10:00 AM. The lottery will be conducted at the school. If the lottery is not held at the school, Resolute Academy will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The proposed neighborhood of Florence has a significant Hispanic population and as such, translation services will be provided. The rules of the Lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish and with other languages as needed.

To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- Student names will be printed on slips of paper and placed into a box.
- Each students’ name, as drawn, will be read out loud twice by two separate individuals.
- A final check of the lottery’s results will be conducted by a third individual before the final results are announced.

The lottery will begin with students given preference under the terms of California Law and the Resolute Academy charter petition. Slips will be pulled until all openings are filled; all remaining slips will be then be pulled to populate the waitlist.

c. Timelines Under Which the Open Enrollment Period and Lottery Will Occur

| Action Item | Timeline | Details |
|--|--|--|
| Open Enrollment Period | First business day after January 1, 8:00 AM through first Friday in April, 5:00 PM | <ul style="list-style-type: none"> • Families complete application form, and submit – either in person or via mail – to Resolute Academy • Families attend information session |
| Random Public Lottery | Third Saturday in April, 10:00 AM | <ul style="list-style-type: none"> • Held if necessary, to populate student enrollment and waiting lists |
| Notification of Enrollment Status | Within three business days of the lottery | <ul style="list-style-type: none"> • Families will be notified, in writing and via U.S. mail, either of acceptance or place on waiting list |
| Enrollment Acceptance | Within two weeks of the lottery | <ul style="list-style-type: none"> • Families return completed acceptance form |

| Action Item | Timeline | Details |
|-----------------------------|-------------------------------|--|
| Family Orientation Meetings | Held in May, June, and August | <ul style="list-style-type: none"> Families receive additional information about start of school year, bring completed enrollment paperwork |

d. Location Where the Lottery Will Occur and Efforts to Ensure that All Interested Parties May Observe the Lottery

In the event that the lottery cannot be held at the school, Resolute Academy will ensure that an alternate location is available. The alternate location will be accessible to all interested stakeholders, parents and families and be within the target Florence community.

e. Date and Time Lotteries Will Occur So Most Interested Parties Will Be Able to Attend

The public lottery will be held on the third Saturday in April at 10:00 AM, so that most interested parties and stakeholders can attend.

f. Preference to be Granted, if any, to Potential Students and Basis Upon Which Those Preferences Shall Be Granted

In accordance with *California Education Code 47605(d)(2)(B)*, Resolute Academy 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 for the following:

- Siblings of currently enrolled Resolute Academy students
- Students who reside within the boundaries of the school district
- Other California residents.

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

g. Procedures to Determine Waiting List Priorities Based Upon Lottery Results

The waiting list will be established from the pool of applicants that do not receive admission to Resolute Academy 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.

h. 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. 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.

Waitlists will be rolled over from year to year and all additional applicants will be added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist.

i. 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)

A “reasonably comprehensive” description must:

- *Ensure that annual, independent financial audits employing generally accepted accounting principles will be conducted;*
- *Describe the manner in which audit exceptions and deficiencies will be resolved;*
- *Describe the plans and systems to be used to provide information for an independent audit.*

Independent Charter Status

Resolute Academy Charter School (“Resolute Academy”) will be a fiscally independent, directly funded charter school.

Budgets

In the spring of each year, Resolute Academy will develop an annual budget, monthly cash flow projections, and a three-year financial projection. The Head of School and the Office Manager will work closely with business management partner ExED and the Board’s Finance Committee to ensure that the budget meets the needs of the school and is within the anticipated revenue. The annual budget will include estimated revenues and expenditures for the year and ample reserves to assist the school in the event of an unanticipated expense.

Beginning in March of the preceding fiscal year and continuing through the Governor’s May revisions of the State budget, Resolute Academy will work in tandem with ExED, to develop the budget. The budget for the next fiscal year, including three-year projections, will be presented to the Resolute Academy Board of Director’s for formal review, discussion, and approval.

As needed, the Head of School and Resolute Academy Board of Directors may make budget revisions to ensure the financial viability of the organization. In addition, it is the responsibility of the Head of School and Resolute Academy Board of Directors to ensure adequate cash flow.

Based on best practices, the Resolute Academy Board of Directors will work to create formal policies with regard to the deposit of funds, investment procedures, and internal financial controls.

A first year budget, as well as cash flow and financial projections for the first five years of operation can be found in **Tab 10**.

Business Management

The Resolute Academy Head of School will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the Board of Directors. The

Head of School will work closely with the Office Manager on the day-to-day financial management needs of the school and with the support of the business management partner ExEd.

Resolute Academy has worked closely with ExED to develop the budget for this petition, and based on a proven track record of success with charter school finances, as well as independent financial consultations, anticipates contracting with them.

ExED's services may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

More information on the services that ExED provides can be found in **Attachment F**.

Resolute Academy and their contracted business service provider will meet or exceed all Generally Accepted Accounting Principles (GAAP).

Annual Audit

Resolute Academy will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School, Director of Operations, and Finance Committee of the Board will be knowledgeable about the California Department of Education's audit guide ("*Standards and Procedures for Audits of California K-12 Local Education Agency*") As required under *California Education Code 47605(b)(6)(I)*, Resolute Academy will hire an independent auditor to complete an annual fiscal audit. The Head of School will work closely with the Finance Committee and with business management partner ExED to gather and prepare information for all jurisdictional and financial reporting requirements. As such, Resolute Academy's Head of School and Office Manager will develop and implement necessary internal controls and reporting systems.

An *ad hoc* Audit Committee will select an appropriate auditor through a Request for Proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions, preferably charter schools. The auditor will be approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the annual audit, the Audit Committee will review the audit. The Head of School and the Director of Operations, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies to the Resolute Academy Board of Directors with the recommendations and timelines for how to resolve them. The Board will submit a report to the District, describing how the deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.

Within four months of the close of the fiscal year, Resolute Academy will have completed its annual audit, and a copy of the auditor's findings will be forwarded to the Los Angeles Unified School District, the County Superintendent of Schools, the State Controller, the California Department of Education and any other required agencies by December 15th.

Resolute Academy's fiscal audit is a public document and as such will be maintained in the school's main office and provided to the public upon request.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Resolute Academy not to exceed 1% of the Resolute Academy's revenue, or the District may charge for the actual costs of supervisory oversight of the Resolute Academy not to exceed 3% if the Resolute Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the Resolute Academy/facilities use agreements.

Balance Reserves

Additionally, the Resolute Academy will maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Resolute Academy 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 the Charter School, Resolute Academy authorizes the District to deduct any and all of the in lieu property taxes that Resolute Academy otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts.

Resolute Academy further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Resolute Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Resolute Academy agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Resolute Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Resolute Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Resolute Academy.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Resolute Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Resolute Academy 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 Resolute Academy's financial information,
- Resolute Academy's debt structure,
- Governance policies, procedures and history,
- Recording and reporting of attendance data,
- Resolute Academy's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Resolute Academy shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30-day notice to Resolute Academy. When 30-day notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

Resolute Academy will develop and maintain internal fiscal control policies governing all financial activities.

Element 10 – Student Expulsions

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

A “reasonably comprehensive” description must: Describe rules and procedures for suspension and expulsion that are consistent with state and federal law, addressing specifically:

- Grounds for suspension;
- Grounds for expulsion;
- General discipline policies in place at the school;
- How the District’s Discipline Foundation Policy will be implemented;
- Suspension and expulsion procedures;
- District required language regarding discipline of students with disabilities;
- Due process rights of students who are suspended or expelled, including the appeals process to be used by parents/guardians who dispute the school’s expulsion decisions;
- Procedures for rehabilitation, readmission and interim placement.

Philosophy of Discipline

Resolute Academy Charter School (“Resolute Academy”) 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’s Code of Conduct. Because we attend to small issues, in a scaffolded way, we expect more serious behaviors and therefore more serious responses to be minimized. Resolute Academy does not use at-home or out-of-school suspensions unless a student poses a clear and present danger to students, faculty or staff.

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 Student and Family Handbook.¹²² 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. For more detail on our annual calendar, please see pages 57-58. For more detail on professional development, please see page 52 in **Element 1**. For more detail on family engagement, please see page 106 in **Element 4**.

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. In addition, the paycheck report will go home and require a parent/guardian signature. Resolute Academy Dream Dollars are used to build a sense of pride and ownership over the community and maintain a standard of excellence with respect to

¹²² For Resolute Academy’s Student and Family Handbook, please see **Attachment E**.

classroom wide student behavior. More information on Dream Dollars can be found in **Figure 10.01** and **Figure 10.02** found on pages 150-151 of this Element.

While the Dream Dollars are a tool to reinforce positive behavior and deter students from committing minor and major behavioral infractions, we recognize that policies must be in place should a student need to be suspended or expelled due to more egregious and unsafe behaviors.

As such, by April 1, 2014, the Resolute Academy Board of Directors will have approved a formal discipline policy that will reinforce the school's warm/strict culture and protect the safety and best interests of all stakeholders. This includes students, staff, and campus visitors. The policy will clearly describe the measures to be taken in regards to progressive disciplinary action, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student's education while suspended etc. This disciplinary policy, approved by the Board of Directors, will be reviewed by a Student Discipline Committee and modified annually as needed. It will comply with all California policies regarding disciplinary action. The Student Discipline Committee will be composed of: teachers, parents, students, Board members, and community members. Additional staff, family members and students may contribute as needed.

A student may be suspended or expelled for any of the acts enumerated in *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

Resolute Academy will implement two types of suspension:

1. In-School/Class Suspension

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.

Examples of infractions that may result in In-School Suspension include but are not limited to:

- Skipping school, after school commitments or Saturday Academy
- Failure to attend scheduled detentions
- Two weeks of paychecks of \$75 or less

Students who are on In-School Suspension will:

- Check-in with the Head of School or Dean of Students prior to the start of the day
- Attend all classes, receive academic instruction, and complete all class work
- Not communicate with any other students throughout the day, including during breaks and lunch
- Not participate in class activities, all work completed will be done independently
- Attend lunch detention
- Not attend field trips, dances, or other school activities

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. Parents will be notified of In-School Suspension through a call from the Dean of Students or the Head of School. A parent meeting is required of all parents whose students serving In-School Suspension. Students are reintegrated into the school community at the end of their required service and with the approval of the Head of School.

2. Out-of-School Suspension

Out-of-School Suspension is the second most severe level of correction. It is reserved for the most serious offenses. This does not include offenses that endanger the lives or safety of the student in question or other students. It does include, however, those actions that are of greater consequence than those resulting in In-School Suspension. Out-of-School suspension is grouped into two categories: short-term (10 days or less) or long-term (more than 10 days).

Short-term Suspension

Infractions that may result in short-term (10 days or less) Out-of-School Suspension include but are not limited to:

- Disrespecting another student, including both physical and verbal assault
- Damaging, destroying or stealing school, staff or other student's property (including but not limited to tagging on school or personal property)
- Disrupting In-School Suspension
- Sexual, racial or any form of harassment or intimidation
- Threatening another student
- Setting off the fire alarm or other alarms
- Gambling
- Leaving school grounds without permission
- Cheating, forgery or plagiarism

A student receiving a short-term out-of-school suspension will receive oral or written notice of the charges prior to suspension of one to ten days. If the student denies the charge, an oral or written explanation of the evidence against him/her; and an opportunity to present his/her version of the relevant facts to the Head of School. In the case that the student poses a danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

Long-Term Suspension or Expulsion

For expulsion or suspension longer than ten days, the student shall receive:

- Written notice of the charges
- The right to be represented by a lawyer or advocate(at the student's expense)
- Adequate time to prepare for the hearing
- The right to present witnesses or to cross examine witnesses presented by the school
- A written decision including specific grounds for the decision

In order for Resolute Academy 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:

- **Conference:** All recommendations for suspension are preceded, if possible, by a conference with the Head of School in year one and the Head of School and Dean of Students in all subsequent years. In addition, the teacher or staff member who reported the behavior leading to the possibility of suspension will be brought in to further explain the situation. The Dean of Students will notify the student's parents or guardians that a meeting will take place. Should the Dean of Students not be able to contact the student's parent or guardian, the student may still be suspended. The Dean of Students will contact the parent or guardian to inform them that their student may only return to school once a conference has been held. This holds all stakeholders accountable and ensures that the student receives due process. During the conference, the student is informed of the infraction and an action plan is created.
- **Notice home to parents/guardians:** At the time of the suspension, the Dean of Students or other administrator shall make an effort to reach the parent/guardian of the student by telephone or in person. In addition, all parents/guardians receive a written notice informing them of the suspension and the date of return following the suspension. The written notice states the date and time that the student may return to the school. The parent/guardian must accompany the student and wait for the student to be re-admitted on the date of return.

Grounds for Expulsion

Through a comprehensive and detailed Student and Family Handbook,¹²³ Resolute Academy details the school's discipline policies and procedures. This includes the policies and procedures to be followed if a student must be suspended or expelled. Should a student be facing the possibility of an expulsion, the Student and Family Handbook outlines the procedures for due process.

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in *Education Code Section 48900*:

¹²³ Ibid.

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the Head of School or the designee of the Head of School
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with *Section 11053*) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with *Section 11053*) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (including, but not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for ruse or permission by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in *Section 11014.5* of the *Health and Safety Code*
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceed for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment(grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12)

- Engaged in harassment, threats, or intimidation directed against school District personnel or students (grades 4-12), 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 students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials school property or both

Students may be expelled for any of the following reasons, as specified in the *Education Code Section 48915*:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous subject
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery as defined by *Section 48900 of the Education Code*

Students are subject to mandatory expulsion from Resolute Academy for any of the reasons specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, and for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

General Discipline Policies in Place at the School _____

Token Economy System

Resolute Academy scholars receive weekly paychecks through DREAM Dollars and a DREAM Report is sent home each Friday to receive parent signatures. DREAM Dollars encourage and reinforce to students that they must be: Disciplined, Resilient, Engaged, Accountable, and Mature. A school-wide tool to support and develop within students our school's Core Values, DREAM Dollars are a tangible way for students to measure, track, and be held accountable for their behavior. DREAM Dollars also provide teachers with clear, consistent behavioral standards to which all students must be held accountable. Students begin each week with \$100; any student who receives less than \$75 for the week must attend lunch and after school detention; students must maintain 80% of all DREAM dollars possible to attend extracurricular activities such as field trips.

We believe that a students' behavior is directly tied to their academic performance. Non-academic performance goals may also be measured during outside, extracurricular activities such as Parent Night, College Field Trips, Recitals, and Science Fairs. **Figure 10.01** and **Figure 10.02**, modeled after similar systems seen at high achieving middle schools across the country and here in Los Angeles, detail the specific ways in which students can earn or lose DREAM Dollars.

FIGURE 10.01: Behavioral Deductions

| Description of Behavior | Amount |
|--|--|
| Gum Chewing | -3 |
| Off-Task | -3 |
| Unprepared for class(missing materials) | -3 |
| Talking in Hallways(5 th and 6 th grade) | -3 |
| Out of Uniform | -4 |
| Incomplete Homework | -4 (automatic detention) |
| No Homework | -5 (automatic detention) |
| Disrespect | -5 |
| Sent out of Class | -10 (automatic detention and parent phone call) |
| Fighting | -100 (Total amount for the week. Automatic in-school suspension) |

FIGURE 10.02: Behavioral Additions

| Description of Behavior | Amount |
|---|-----------------------------|
| Exhibiting: <ul style="list-style-type: none"> • Discipline • Resilience • Engagement • Accountability • Maturity | +3 |
| Providing: <ul style="list-style-type: none"> • A thoughtful, analytical response | +3 |
| Completing extra community serve hours | +5 for every 10 hours extra |
| Tutoring another student during Results or after school | +5 |

Student Handbook

Resolute Academy has a comprehensive discipline policy which is outlined in the Student and Family Handbook.¹²⁴ All students and parents receive the Student and Family Handbook upon enrollment; its contents are reviewed with families during annual Home Visits in May and June for newly enrolled families and Family Orientations in July for all families. At the conclusion of the Orientation, families sign the document acknowledging that they agree to adhere to the rules and policies set forth in it. We will not refuse a child enrollment if the family does not attend the Orientation or sign acknowledgement; instead, we will work with families to ensure full understanding of our school's mission and policies. As outlined in the Handbook, policies clearly describe the school's expectations regarding: uniforms, attendance, respect, violence, safety, and character development. Furthermore, the policy clearly outlines the student's responsibilities and ways in which the school will attempt to integrate the student and his/her family into the community.

All policies are not discriminatory or arbitrary and require that the school follow the general principles of due process.

How the District's Discipline Foundation Policy Will Be Implemented _____

The Resolute Academy Charter School Head of School will ensure that all staff members are knowledgeable about and comply with the District's Discipline Foundation Policy. Training will take place during summer professional development and teachers will be expected to comply with the policy. Furthermore, Resolute Academy will ensure that it makes all necessary adjustments to comply with state and federal laws, including IDEA regarding discipline of students with disabilities. If a student receives or is eligible for special education services, Resolute Academy will identify and provide special education programs and services, pending the completion of the expulsion process. The expulsion process shall be coordinated with the LAUSD Support Unit, Division of Special Education. For more detail on due process protections for students with an IEP or 504, please see further detail below within this section. Resolute Academy will maintain a record of all student suspensions and expulsions, including those students with disabilities.

Suspension and Expulsion Procedures and Due Process _____

As detailed at the beginning of this Element on page 144, Resolute Academy believes strongly in establishing a school culture in which all students are held accountable for their actions so that learning may occur. We believe that learning time is sacred, and that much misbehavior can be corrected in class. However, behavior that is continually disruptive or listed among those detailed above may warrant suspension or expulsion, which occurs through the following steps:

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Head of School with the student and the student's parents. The conference may be omitted if the Head of School determines that an emergency situation exists. An "emergency situation" involves a clear and

¹²⁴ Ibid.

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 conference will be conducted as soon as possible.

Step 2: Determination of Length and Placement of Suspension

The length and placement of the student's suspension will be determined by the Head of School, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors.

Resolute Academy believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others. In-School Suspension allows students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-School Suspension will sit at a designated desk in the classroom, physically separated from his or her peers and wearing a white polo shirt. In addition, a student assigned to In-School Suspension must:

- Check in with the Head of School in year one and the Dean of Students in all subsequent years prior to the start of each day.
- Attend all academic classes, receive academic instruction and complete all class work and homework.
- Not communicate with any other students throughout the day, including during breaks and lunch.
- Not participate in class activities or group work.
- Not attend field trips, dances, or other school activities if these occur during the suspension period. The only field trip a student may attend is a college visit. We believe in our college prep mission and will not deny a student access to the experience of visiting a selective college in the Los Angeles area; however, the student's parent or guardian must accompany them on the field trip.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days.

If a student is a continual distraction to others or poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five continuous days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five continuous days, a second conference will be scheduled between the parent/guardian and the Head of School or the Head of School's designee to discuss the progress of the suspension upon the completion of the tenth day of suspension. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

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. Initial contact will be followed by a written notice, which will state the specific offense committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

Step 4: Recommendation for Expulsion

If the Head of School recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School upon either of the following findings:

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

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Head of School 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.

Step 5: Expulsion Hearing.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Head of School determines that an act subject to expulsion has occurred. The hearing will be presided over by the governing Board. The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- Date and place of the hearing.

- Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- Copy of the disciplinary rules that relate to the alleged violation.
- Opportunity for the student or the student’s parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel.
- Right to examine and acquire copies of all documents to be used at the hearing.
- Opportunity to cross-examine all witnesses that testify at the hearing.
- Opportunity to present evidence and witness on behalf of the student.

Upon expulsion, written notice will be sent by the Head of School to the parents of any student who is expelled. This notice will be sent within 24 hours of the hearing, and will include:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with Resolute Academy.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. 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.

Appeal of Suspension or Expulsion and Due Process _____

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Head of School or the Head of School’s designee. A suspension appeal may be made to the Head of School within the term of the suspension. Following due consideration, the Head of School’s decision regarding student suspension will be considered final.

An expulsion may be appealed within ten business days and must be submitted in writing to the Head of School; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 business days), at which time the parents must attend to present their appeal. Per *California Education Code 48918*, a student may be represented by legal counsel or a non-attorney adviser.¹²⁵

The appeal will be heard by a fair and impartial panel comprised of three or more members of the Board of Directors. An expulsion appeals hearing is convened to determine whether due process was followed in the original expulsion decision. For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing,

¹²⁵ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48900-48927>.

including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board will be final.

Discipline of Students With Disabilities

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

Was the misconduct caused by, or directly and substantially related to the student’s disability?
Was the misconduct a direct result of the Charter School’s failure to implement 504?

Due Process Rights of Students who are Suspended or Expelled

Resolute Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Resolute Academy shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Resolute Academy shall be responsible for the appropriate interim placement of students during and pending the completion of the school’s student expulsion process.

Resolute Academy will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Resolute Academy will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, Resolute Academy shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Resolute Academy shall document the alternatives to suspension and expulsion the school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Resolute Academy, the school shall forward student records upon request of the receiving school district in a timely fashion. Resolute Academy shall also submit an

expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address;
- a copy of the cumulative record;
- transcript of grades or report card;
- health information;
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that Resolute Academy's policies and procedures were followed;
- student's current educational placement;
- copy of parental notice of expulsion;
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Procedures for Rehabilitation, Readmission and Interim Placement _____

Outcome Data

Resolute Academy shall maintain all data involving 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 Resolute Academy shall be given a rehabilitation plan upon expulsion as developed by Resolute Academy'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 reapply to Resolute Academy for readmission.

Readmission

Resolute Academy'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, Resolute Academy's governing board shall readmit the pupil, unless the Resolute Academy 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

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

Gun Free Schools Act

Resolute Academy shall comply with the federal Gun Free Schools Act.

Element 11 - Retirement Programs

“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)

A “reasonably comprehensive petition” must:

- Identify, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system.

Retirement

Resolute Academy will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Resolute Academy will contribute the employer’s portion required by STRS. All withholding from employees and Resolute Academy will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Head of School will be responsible for ensuring that such retirement coverage is arranged. Resolute Academy shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by the *Education Code 47611.3 and 41365*.

Benefits

All employees at Resolute Academy are at-will employees. The terms and conditions for employment at Resolute Academy will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Resolute Academy. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the terms of their employment with Resolute Academy.

Assurances

Resolute Academy Charter School (“Resolute Academy”) will make any contribution that is legally required of the employer, including STRS, 403B, Social Security and unemployment insurance.

State Teacher’s Retirement System

Resolute Academy certificated teachers and eligible administrators shall be a part of the State Teacher’s Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS.

Classified Personnel

Non-certificated, classified, full-time employees will be covered by 403B, Public Agency Retirement Systems (PARS), and Medicare or Social Security.

Staff Compensation and Benefits

The Resolute Academy Board of Directors will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate's experience and responsibilities.

Reporting

Retirement reporting will be contracted out to a qualified service provider such as ExEd. The Head of School is responsible for ensuring that such retirement coverage is adequately arranged and appropriately reported in full accordance with all legal requirements.

Resolute Academy shall forward any required payroll deductions and related data to the Los Angeles County Office of Education as required by *Education Code 47611.3* and *41365*.

Process for Staff Recruitment and Selection

We will implement the following process to ensure that we are hiring the highest quality staff.

1. The Resolute Academy Board of Directors will hire the Head of School
2. All other staffing decisions will be made by the Head of School
3. Posting of job openings (online, newspaper, through referrals, and email)
4. Offers of employment will be extended to the strongest candidates

More information on our hiring process can be found in **Element 5**.

Staff Evaluations and Measurement of Performance

All Resolute Academy staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed by each staff member and their direct supervisor. All goals will be in accordance with the mission and vision of Resolute Academy. Staff evaluations will be based on the degree to which goals and objectives have been achieved. Each teacher at Resolute Academy will receive three formal observations each year, one per trimester, and will be observed on a weekly basis. We believe that the end of year evaluations should be comprehensive and represent the teacher's ability to meet his/her annual goals and that there should be no surprises.

If a staff member is having difficulty achieving his/her goals, his/her direct supervisor will provide the appropriate support and training. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and process for Resolving Complaints/Grievances.

Grievance Process

The grievance procedure outlined here is subject to revision by the Resolute Academy Board of Directors.

1. An employee having a grievance shall present the grievance in writing to his/her direct supervisor within 10 calendar days of the event or condition that gave rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Head of School. If the grievance is not resolved within 14 calendar days of receipt of the Head of School, the grievance shall be deemed or denied and the employee may proceed to step two.
2. A Grievance Board shall be called, to be chaired by a designee of the Board of Directors. A five-member grievance board shall meet within 35 days of receipt of the grievance. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance of all rights under the grievance procedure. A written decision made by the Grievance Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last committee hearing, or as soon thereafter as is practical.

Monitoring Credentials

Resolute Academy will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Resolute Academy Head of School or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. Resolute Academy will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas 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.

Element 12 – 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) A “reasonably comprehensive petition” must:

- *Describe attendance alternatives for students consistent with District policy for intra-District attendance;*
- *Inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District*
- *Include District required language regarding attendance alternatives.*

Attendance Alternatives Consistent with District Policy for Intra-District Attendance _____

Pupils who choose not to attend Resolute Academy Charter School (“Resolute Academy”) may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Pupils enrolled at Resolute Academy have no right to admission in a non-charter District school as a consequence of their enrollment at Resolute except to the extent guaranteed by the District.

Element 13 – Rights of District Employees

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

A “reasonably comprehensive petition” must:

- Outline LAUSD employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which district employees may be employed at charter schools.

Employee Rights

Employees of the District who choose to leave the employment of the District to work at Resolute Academy Charter School (“Resolute Academy”) shall have no automatic rights of return to the District after employment at the 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. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Former District employees must consult with the District to determine their eligibility for leave. UTLA represented employees who chose to work at a start-up Charter School are governed by *Article XII-B, Section 1.0 (b): Employees of Start-Up Charters*. Employees may qualify for personal leaves of absence under *Article XII, Section 17.0, Personal Leave (Unpaid)*, which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

Legal Assurances

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with 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).

A “reasonably comprehensive petition” must:

- Contain District required language regarding dispute resolution to be provided to the petitioner by the District.

Dispute Resolution

The staff and governing board members of Resolute Academy Charter School (“Resolute Academy”) agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Resolute Academy, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this **Element 14**.

Any Dispute between the District and Resolute Academy shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made 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 PM 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. All Written Notifications shall be addressed as follows:

To Charter School:
c/o Head of School

Resolute Academy
Address TBD

To Director of Charter Schools:

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00 PM, 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.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4. 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed Code 47605 (b)(5)(O).

A “reasonably comprehensive petition” must:

- *State clearly whether the school will be the exclusive employer for the purposes of collective bargaining.*

Resolute Academy Charter School (“Resolute Academy”) will be the exclusive public employer of employees of the Charter School for collective bargaining purposes. As such, Resolute Academy will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from LAUSD for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

Element 16 – Charter School Closure

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

- *Contain District required language regarding the revocation, renewal, and closure procedures to be provided to the petitioner by the district.*

Revocation

The District may revoke the Charter if Resolute Academy Charter School (“Resolute Academy”) commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Resolute Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with *Cal. Educ. Code section 47607(d)* and State regulations, the LAUSD Board of Education will notify Resolute Academy in writing of the specific violation, and give the Resolute Academy 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 clause set forth in this Charter.

Closure Action

The decision to close Resolute Academy either by the Resolute Academy governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: (1) the charter is revoked or non-renewed by the LAUSD Board of Education; (2) the Charter School board votes to close the Charter School; or (3) the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code sections 47604.32, 47605, 47605.6, and 47607* as well as *California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1*. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. **Parents or guardians of students.** Written notification to parents/guardians/caregivers of the enrolled students of the Resolute Academy will be issued by Resolute Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. **The authorizing entity.**
3. **The county office of education.** Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Resolute Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. **The special education local plan area in which the school participates.** Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Resolute Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. **The retirement systems in which the school’s employees participate.** The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), 403B, and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. **The CDE.** Written notification to the California Department of Education of the Closure Action shall be made by the Resolute Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure.
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
3. The students' school districts of residence.
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include 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.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer _____

Resolute Academy shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

Resolute Academy shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by Resolute Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Resolute Academy will be the responsibility of Resolute Academy and not LAUSD. Resolute Academy understands and acknowledges that Resolute Academy will cover the outstanding debts or liabilities of Resolute Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Resolute Academy 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 the Resolute Academy participates, and other categorical funds will be returned to the source of funds.

Resolute Academy shall ensure the completion and filing of any annual reports required. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

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

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Resolute Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Resolute Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- 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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.).
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This **Element 16** shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Resolute Academy's right to operate as a Charter School or cause Resolute Academy to cease operation. Resolute Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this **Element 16**. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this **Element 16** or any provision of this **Element 16** 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.

Facilities

District-Owned Facilities

If Resolute Academy is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Resolute Academy shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Resolute Academy will occupy and use any LAUSD facilities, Resolute Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Resolute Academy agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

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

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Resolute Academy will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Resolute Academy.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Resolute Academy for use. Resolute Academy, 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 LAUSD facilities by any on or entity other than Resolute Academy shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

- (i) **Pro Rata Share.** LAUSD shall collect and Resolute Academy shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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, Resolute Academy 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 and Operations Services.** In the event LAUSD agrees to allow Resolute Academy to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Resolute Academy.
 - (i) **Co-Location.** If Resolute Academy is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Resolute Academy 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 Resolute Academy is a sole occupant of LAUSD facilities, LAUSD shall allow Resolute Academy, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Resolute Academy 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, Resolute Academy shall satisfy those requirements to participate in LAUSD's property insurance or, if Resolute Academy is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Resolute Academy shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Resolute Academy is co-locating or sharing the LAUSD facility with another user.

Facility Status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA).

Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Resolute Academy shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Resolute Academy cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Resolute Academy may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Resolute Academy moves or expands to another facility during the term of this charter, the Resolute Academy shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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**.

Health and Safety

Resolute Academy will comply with the Healthy Schools Act, *California Education Code Section 17608*, which details pest management requirements for schools.

Asbestos Management

Resolute Academy will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), *40CFR 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.