

FUTURE IS NOW CAREER TECHNICAL EDUCATION PREPARATORY

*An Independent Charter School
Grades 9-12th for “Resilient” Youth*

*Potential Location is: 400 W. Washington Blvd
Los Angeles, CA 90015*



*CHARTER SCHOOL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2025 – JUNE 30, 2030)*

**SUBMITTED TO THE
LAUSD
NOVEMBER 13, 2024**

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Lead Petitioner*
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AFFIRMATIONS AND ASSURANCES

Future Is Now Career Technical Education Preparatory (also referred to herein as “FIN CTE Prep or FIN CTE Prep”, “District Independent Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Steve Barr, Founder/CEO and Lead Petitioner
Future is Now Schools - Los Angeles

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

Future Is Now Schools Los Angeles (FIN CTE Prep) is proposing a unique new charter school to serve some of the *most* “at-promise” high school students in Los Angeles. In 2024, LAUSD Superintendent, Alberto Carvalho announced his 2024 plan for student achievement described as ‘Beyond Limits.’ FIN CTE Prep supports this vision with its innovative and responsive design supporting ALL youth to achieve success in future careers through partnerships with labor organizations, the school district and many local groups.

1. GENERAL INFORMATION

The name and title of the contact person for Charter School is:	Steve Barr
The contact address for Charter School is:	750 W 7th St, BOX 811354, Los Angeles, CA 90081, United States
The contact phone number for Charter School is:	(310) 428-5882
The proposed address (site/location) of the Charter School is (aligned with the charter petition and the Community Impact	400 W. Washington Blvd Los Angeles, CA 90015

Assessment facilities section; and will be used to inform a 3-mile radius as consistent with District Policy) *:	
The proposed Community of Schools to be served**:	
This location is in LAUSD Board District:	1
This location is in LAUSD Region:	West
The grade configuration of Charter School is:	9-12
The proposed number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	125
The grade level(s) of the students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	9
Charter School’s scheduled first day of instruction in 2025- 2026 is:	August 12,2025
The total enrollment capacity (should align with year 5 of the rollout plan, as well as the budget) will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	525
The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be:	traditional
The regular bell schedule (e.g., daily hours) for Charter School will be:	8:30-3:50pm
The term of this Charter shall be from:	July 1, 2025 to June 30, 2030

Given the significant needs of the target population, and in an effort to establish a solid educational program foundation that will facilitate recruitment of students, we plan to launch the school with a “slow growth” model starting in Year 1 (2025-26).

FIN CTE Prep is designed to address the same issues (detailed further below), yet we are humbly realistic about the task before us and the time and collaboration we will need to fully realize the intended program.

This is such an amazing time for those of us who work to disrupt poverty. This is also an amazing time with the potential of a truly green energy economy. These two challenges are linked in such a dramatic fashion. We will go as far as our workforce will take us. And our current state of workforce-education, is sadly missing this moment. We are responsible for developing and preparing our youth for positive life outcomes. We have an obligation to lead.

Our vision is to have a rigorous CTE program that offers students a pre-apprenticeship pathway to either begin a high-skilled, high-wage union job, and/or inspire them to continue their post-secondary education. The program includes job training, internships, dual enrollment at Los Angeles Trade Tech College with specific pathways, and certification opportunities before graduation.

Not only will we create a tangible school model that partners with unions/districts/community groups, but we will apprentice new teachers and school leaders to seed efforts within Los Angeles. We will build a teacher/ school leader apprentice corp program as we grow.



Goals and Philosophy: Vision and Mission of FIN CTE Prep

Future Is Now Schools Los Angeles (FIN CTE Prep) aims to provide an exceptional education to "at-promise" high school students in Los Angeles, especially those who are academically low-achieving or hard-to-serve, such as justice-involved and stop-out youth. FIN CTE Prep specifically targets the 30% of students who have left the school district, opting for alternative forms of education or no education at all. The school's mission is to equip these students with the necessary skills, knowledge, and values to succeed in future careers and become socially responsible, culturally aware, and empowered individuals. The school's design aligns with the

Los Angeles Unified School District's (LAUSD) 2024 "Beyond Limits" plan and the OECD's vision for the future of education.

To achieve this goal, FIN CTE Prep is building on their past experiences in public education including starting Green Dot Public Schools. Launched in 2000, Green Dot Public Schools has grown to twenty schools which educate 10,000 youth annually, 80% of whom are District 2 residents.

Building on the successful alternative collective bargaining agreement at Green Dot Public Schools, Steve Barr with Randi Weingarten founded University Prep Charter High School (UPCHS) in the South Bronx in 2007. Named a Blue Ribbon School, University Prep was the fourth-best public high school in 2014 and continues to rank higher than local schools. In 2023 UPCHS had a 98% graduation rate with 90% enrolling in 4 year university programs compared to 79% graduation rate and 54% university enrollment rates locally. Since its opening 16 years ago, the school has consistently graduated 97-100% of its students and boasts a 100% college acceptance rate.

FIN CTE Prep will be an updated career pathways, university preparation program offering its learners the necessary ‘future of work skills’ required to become successful, culturally aware, community connected and empowered individuals. From FIN CTE Prep’s past successful ventures, they will bridge this expertise and with the support of local unions design educational programs that focus on pre-apprenticeship, green job opportunities along with meeting university entrance requirements. The school day will look and feel different; it will engage highly skilled teachers along with field experts working together to deliver engaging, relevant and impactful learning experiences connecting Common Core standards with pathway outcomes in projects, activities and work experience opportunities.

FIN CTE Prep focus aligns with LAUSD’ Beyond Limits, Ready For the World and OECD Future of Education and Skills to serve its student population to become socially responsible citizens, effective communicators, academic achievers, critical thinkers and life long learners with an entrepreneurial spirit. To achieve these outcomes FIN CTE Prep will employ a five-prong approach: Equity and Inclusive Practices, Literacy, Financial Literacy, Career Connections and Mental Health.¹

¹ In accordance with California law, the Charter School will be open to all students who wish to enroll, without restriction regarding their previous academic or behavioral records, yet we intend to focus our outreach efforts – and

With guidance from the Los Angeles Unified School District and staff, and dozens of government and community-based agencies and private funders, along with several labor partners FIN CTE Prep plan to open a new concept in California public charter school models: FIN CTE Prep will offer a learning, college and career readiness, and wrap-around support environment for students, which will have an intentionally designed extended day program that includes a comprehensive learning and support environment -- in close collaboration with government and private partners – to provide what each student needs in one centralized location,

FIN CTE Prep’s academic program will be based in large part on the successful program offered by our friends at Green Dot Public Schools California (“Green Dot”). Steve Barr, the Founder/CEO of FIN CTE Prep, previously founded Green Dot in 1999 and currently serves as Green Dot’s *Chairman Emeritus*. FIN CTE Prep will offer a rigorous, standards-aligned college-preparatory academic program, combined with a quality Career Technical Education (“CTE”) program. Given the workforce need for skilled electricians and our initial partnership with IBEW- the largest trade union in the US we will start with this as our initial focus. Once this program is fully developed and executed FIN CTE Prep will pursue other high demand sectors to include: (1) Construction and Engineering, (2) Public Service, (3) Information and Technology, (4) Healthcare, and 5) Energy, Environment, and Utilities. Courses within each program area are aligned to their appropriate career cluster to ensure that each and every one of our graduates is prepared for success in post-secondary college and career plans.

FIN CTE Prep will begin with ninth grade in 2025 and grow a grade level each year. Students admitted will be those who have completed 8th grade or have not yet passed 9th grade as the school is targeting the 30% of students who have left the school district. In recognition of the diverse needs of our students – many of whom will already have changed schools multiple times – we will offer multiple pathways to a diploma, including a “traditional” diploma that meets California’s “A-G” requirements for admission into the University of California or California State University systems. All students will have a Personalized Learning and Development Plan (PLDP) that details their post-secondary plans, credits needed to graduate (for high school students), current course schedule and activities, and wrap-around supports provided at the school or off-site. Beginning 9th graders will have a career readiness course introducing them to the different career pathways as electricians available and build their executive functioning skills. In the 10th grade students will have the opportunity to pursue a particular career pathway and take courses aligned to necessary qualifications in this pathway along with courses needed for achieving their A-G aligned high school diploma. To become an electrician one needs more than 720 hours of classroom learning- part of this learning will be built in to the schedule beginning 10th grade. Beginning of 11th grade those who have excelled will be able to begin a pre-internship with licensed, IBEW union members who have participated in an onboarding program and have been background checked. In 12th grade this opportunity will continue to grow all while students are achieving their A-G requirements either with the high school or part of the dual enrollment program at LA Trade Tech. Ultimately students will graduate with a readiness to take the electrician exam and meet A-G university requirements for four year universities.

FIN CTE Prep is designed primarily to meet the unique needs of -- adolescents who are or have been in the foster care system and those who are homeless or experiencing housing instability.

A heavy emphasis will be placed in developing students' 21st century skills (communication, critical thinking, problem-solving and technological fluency) and capacity to transition to adulthood after high school, whether they plan to enroll in a four-year university, community college, trade school or start work. We aim to help them develop the ability to be self-sufficient (and self-supporting), with the confidence that comes both through academic success and personal stability. The program will include:

- College-Prep including workshops regarding college options, the application and financial aid process; test prep; application support; college visits and mentoring. All eleventh-grade students will be required to take a College and Career elective that will include a specific unit of studies that include but are not limited to the following: skill exploration, college and career research, resume and cover letter writing, admission application letter writing interview skills and practice, financial aid and application submission.
- Career Technical Education (CTE) including job training, internships, dual enrollment with local community colleges with specific pathway and certification opportunities before graduation. In these pathways, students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, exploration, and skill preparation. The vision is to have a rigorous CTE program that prepares and equips students with industry certification based upon community needs and to provide students with skills to either begin high-skilled, high-wage earning careers or continue their post-secondary education.
- CTE courses offered will be ones supported by local labor unions and the future job market demands such as the IBEW labor union current work on EV conversions of vehicles including school busses.
- Multi-tiered support that will be spearheaded by the mental health or Coordination of Services Team (COST) that includes but is not limited to the following staff members: social worker, diagnostic team, School Counselor, Advisor and Director of Student Support. This team will meet bi-monthly and use data indicators such as attendance, grades, and discipline records to identify students in need of tier 2 intervention support. The Advisor will share the support/intervention with the grade level team and ensure its implementation.
- Academic success support will be provided first through the professional development training of all staff and teachers on specific topics that target this demographic of students including but not limited to: trauma informed practices, restorative justice, social emotional learning, differentiation, data-driven instruction, English Language support, special education and accommodations training. Additionally, each teacher will provide office hour support at the minimum of two days after school for individual students.
- Life Skills workshops and hands-on experiences including banking and financial management; securing and maintaining appropriate housing and utilities; food preparation/cooking; sexual health and education; job searching and interviewing skills; transportation options; and much more

- Enriching extracurricular activities in sports, visual and performing arts, field trips and community service. FIN CTE Prep will reach out to local partners to build a program reflective of student interests and the resources available in Los Angeles and beyond. GetLit poetry group along with Global Social Leaders are some of the activities students can engage in.
- Extended Day Program: FIN CTE Prep extended day (after school to 5:30pm) program will offer scholars a safe environment to enhance their skill set and prepare for enhancing the academic and personal goals. The program will be fun, engaging, and structured with flexibility so each scholar can identify how they want to participate and enjoy different opportunities presented within the local community and via our connections with the local labor union groups. The After-school program will offer tutoring, career counseling, behavioral/social-emotional counseling, executive functioning skill building, and homework support will be provided through our afterschool program. In this program tutors will be available to help students needing additional support in all topics of study (Math, English, History, Science, Enrichment, AP Success, Honors Support, Enrichment, College Application Prep). Students will have the opportunity to gain enrichment through leading clubs, play board games, meeting with their counselors, and work on life skills and other extracurricular ideas.
- Online credit recovery support will be provided through Cyber High. (<http://www.cyberhigh.org/>) Cyber High's modular approach offers credit recovery opportunities that are broken up in manageable steps and includes instructional components that meet all students' needs.
- Online credit advancement and dual enrollment opportunities will be offered via LA City College, LA Trade Tech and Arizona State University Universal Learner programs.
- Individual student portfolios will be created by students via the Mastery Transcript Consortium platform allowing students to identify evidence of their achievements, receive feedback and build a portfolio to submit to for future employment and university applications.
- Psycho-social care including one-on-one, small group and family counseling on-site through the mental health team including the school psychologist, and counseling staff. Additionally, FIN CTE Prep will also partner with a local mental health agency to provide private, wrap-around counseling services on sight for students who need it. FIN CTE Prep will also partner with a local agency to ensure mental health training and support for teachers, administration and support staff.
- Housing support (for homeless youth and families), food programs, health and dental care with referrals and support in accessing nearby providers

STUDENT POPULATION TO BE SERVED

FIN CTE Prep Will Offer Services to Students who will Benefit from These Services And Are Not Currently Served by LAUSD

CASE STUDY OF FOUR UNDERSERVED STUDENTS

The following are just four examples of the types of underserved students FIN CTE Prep is designed to serve:

Terrence, not his real name to protect his privacy, left home when he was 12 after his parents found out he was gay; he is now 14. He has an older brother who is 15, but was separated from his brother when the older boy was sent to a juvenile camp after he became involved with a gang; Terrence was connected with Covenant House California after living on the streets for 3 months. Terrence is a talented and creative writer. He has made a promise to himself that he will never join a gang. He is doing his best in school and he wants to realize a better future for himself and his family. Attending a small charter school dedicated to developing both academic and future of work skills would enable him to focus on himself and his goals. Terrence enjoys learning about business and communication skills as they relate to industry and has enjoyed a shadow day experience with IBEW's PR/marketing department. Terrence hopes his brother will be able to join him at FIN CTE Prep when he is released from juvenile hall in a few months.

Jose, not his real name to protect his privacy, is a 17- year-old recent immigrant from Mexico with limited education. His parents are working multiple jobs to try to support their family, and while they are doing their best, the family has had to move three times in the past year. Jose went to live with an uncle, but without the closer supervision of his parents, he fell in with the "wrong crowd" at his new high school, and was kicked out of the house after he was arrested for stealing. After reviewing the recommendation of the Deputy Probation Officer, the judge places Jose on probation with an order to attend counseling and a recommendation to enroll at FIN CTE Prep, with a stern warning that this is an opportunity to earn a high school diploma and enroll in a Career Technical Education program to learn some valuable job skills that will help him support his family. Jose is a talented tinkerer who enjoys building contraptions with found objects and making them do something. The Electrical engineering CTE program sounds interesting to him and will enable him to learn valuable job skills while he is still in high school. He knows that getting a diploma and job training will help him make more money.

Tiffany, not her real name to protect her privacy, is an 13-year-old 8th grader who is being raised by a single parent; her mom was just 15 when she gave birth to Tiffany. Tiffany and her mother are very close. Tiffany has sustained straight As though her home life continues to be in flux. Tiffany has proven to have ambition and seeks opportunities to pursue both a career and college- she enjoys projects and likes the idea of becoming a female electrician and working in green technology as part of her career pathway while attending university. Tiffany's mom want to support her daughter but has limited means and time to dedicate to learning how to navigate a school system. FIN CTE Prep offers Tiffany a pathway to her dream and supports her mom by providing clear communication and a parent support group for youth driven by their dreams.

Laura, not her real name to protect her privacy, is a 15-year-old who has lost interest in school and spends her time hanging out in a nearby park and only attending school when there is a special project. She has earned limited credits and has not fulfilled 9th grade. When

interviewed she said that she is not sure how school will support her future and finds that it a waste of time. Her mom is most frustrated and has not been able to convince her to attend her local high school regularly. Her mom saw the FIN CTE Prep flyer and thought this alternative might be an option. Laura was open to it and liked the idea of having a personalized learning plan and opportunity to get work experience. She enrolled and a plan was drawn up allowing her to engage with a high school program that aligns to her aspirations and goals.

FIN CTE PREP WILL OFFER EDUCATIONAL (AND OTHER) SERVICES THAT WILL BENEFIT THESE STUDENTS

FIN CTE Prep's ultimate goal is to radically change the educational outcomes (college- and career-readiness) and future outlook for the 30% currently not served by LAUSD and foster, homeless and other vulnerable youth in Los Angeles, helping them realize better futures for themselves by equipping them with the academic, social, emotional and life skills to be successful in college, career, and community. We are ardent believers in the ability of all children to succeed when given the support and resources they need to thrive. As described herein, FIN CTE Prep shall offer personalized instructional services for a vulnerable, at-risk student population that are not generally provided by a county office of education.

The premise of our design comes from the Organization for Economic Cooperation and Development's (OECD) Future of Education and Skills 2030 Learning Compass Concept Paper along with the message from Sir Ken Robinson in his two TED Talks. OECD shares the challenges and strategies for preparing students for a future that is unpredictable and rapidly changing.

1. Preparing for Unknown Jobs and Challenges: Students must be equipped to handle jobs that do not yet exist, tackle unforeseen societal challenges, and use technologies that have not yet been invented. This requires an education that goes beyond imparting knowledge and skills.
2. Developing Global Competence: In an interconnected world, students need to appreciate different perspectives, interact respectfully with others, and take responsible actions toward sustainability and collective well-being.
3. Trends and Adaptability: By understanding current global trends, students can learn to adapt, thrive, and even shape the future. Education should focus on developing not only knowledge and skills but also attitudes and values to guide students toward ethical and responsible actions.
4. Creative Ingenuity: Students should be encouraged to develop their creativity and ingenuity to help propel humanity toward a brighter future.
5. Role of Education: Andreas Schleicher of the OECD emphasizes that education should teach students to develop a "reliable compass" and "navigation tools" to find their way in an increasingly complex and uncertain world. This includes nurturing imagination, awareness, knowledge, skills, common values, intellectual maturity, and a sense of responsibility.

6. Impact of Change: Change can lead to both inequality and opportunities to eliminate inequities. Historical examples, such as the Industrial Revolution, illustrate how periods of rapid change can initially cause "social pain" but also lead to "prosperity" through improved access to education.

7. Industry 4.0 and Smart Industry: The passage references the German government's Industry 4.0 strategy, which aims to create a "smart industry" where production and network connectivity are integrated into an "Internet of Things." This involves dynamic, self-organizing networks of production, indicating a shift from centralized to decentralized manufacturing and production methods.

In summary, the passage highlights the need for an educational approach that emphasizes adaptability, ethical values, global competence, and creative problem-solving to prepare students for an unpredictable future.

Sir Ken Robinson in 2011 shared in two separate TED Talks a call to action to restore the joy and creativity in learning. He encourages the idea of a 'learning revolution' to meet the needs of ALL learners and empower them to grow into productive citizens in the future. FIN CTE Prep takes these elements along with the proven successful practices of previous schools to design a new approach to high school where students are supported to become self-directed and connected to viable career pathways in the future.

FIN CTE Prep’s innovative new model is designed explicitly to meet the needs of resilient youth, offering a centralized hub of support and care all under one roof that goes well beyond the capacity of a traditional district school, with focused attention, training and resources for the unique needs of these particular students. In the future FIN CTE Prep will pursue becoming a Community School as described on the [CDE website](#). No school within LAUSD is designed to meet the needs of this segment of the student population in partnership with labor unions as added support.

GAPS IN THE DATA

Graduation and drop-out rates demonstrate even more significant gaps between foster youth and the general population. Across the State, foster youth achieved a 4-year cohort graduation rate of just 59%, compared to 83.5% of the overall student population. Furthermore, in a report released August 2017 by the City of Los Angeles’ Workforce Development Board and over 40 Strategic Partners, *LA Performance Partnership Pilot (LAP3): 2017-2020 Strategic Plan Serving*

KEY FINDINGS –SERVICE GAPS FOR DISCONNECTED YOUTH

The P3 Regional Meetings convene service providers together to discuss the needs and challenges they face while serving disconnected youth. These challenges identified gaps in services throughout the Los Angeles region.

- **Housing-** There is a lack of housing placements for transition age youth across the city and larger metro region. Youth need to have access to housing options in the neighborhoods in which they feel most comfortable and connected. Additionally, we need a variety of youth housing, including family, long term, emergency, and transitional housing.
- **Services for International youth that are undocumented-** There is a substantial number of international youth who are undocumented in the region, many of whom are disconnected. Many of these youth come into existing agencies and organizations looking for jobs and also education, and social services.
- **Transportation-** Los Angeles is a diffuse area with insufficient public transportation options. Unfortunately, the array of services needed by disconnected youth is usually in many different locations. Youth need easy access to adequate transportation and an introduction to navigating the public transit system.
- **Services tailored for youth-** Youth need services that are created for youth. The current systems often place youth into services that are tailored toward the needs of organizations. The lack of youth-centered services further alienates them and contributes to their disengagement.
- **Work experience that prepares disconnected youth to be great employees-** Many disconnected youth are undereducated and are unprepared to enter the workforce. We need to identify and/or develop job opportunities that are committed to investing time in our disconnected youth by hiring them and training them to be great employees.
- **Childcare for parenting youth-** The cost of childcare is a significant barrier to any young person who wants to return to school or employment.
- **LGBTQ resources-** LGBTQ youth are disproportionately in disconnected youth. All disconnected youth services including housing, educational services, employment, mental health services, etc., need to be trained on how to meet the needs of this population.
- **Educational services for students who are lacking credits, students with disabilities, and English Language Learner students-** Educational services for these populations are limited, especially after they become 18 years old.

FIN CTE Prep will also abide by Educational Code of laws and regulations which include:

- Every student engaged in independent study must be enrolled in a specified school of a school district or county office of education (*EC Section 51748*). This enrollment should be evident from the written agreement.

- The Average Daily Attendance (ADA) for independent study must fall within the teacher-to-ADA limits set by *EC* Section 51745.6 to be eligible for apportionment.
- Students who are age nineteen to twenty-one must have been continuously enrolled since their eighteenth birthday for their ADA to be eligible for kindergarten through grade twelve apportionments (*EC* Section 46300.1).
- No ADA may be claimed from independent study until the written agreement is completed (*EC* sections 46300.7, 51747[c][8]).
- No ADA is earned unless (i.e., "to the extent that") supervising teacher judgments of the time value of pupil or student work have been made personally in each instance (i.e., assignment) for each student engaged in independent study (*EC* Section 51747.5).
- No ADA from independent study may be claimed by a district if it has provided any funds or other things of value to the student or his or her parent, guardian, or caregiver that the district does not provide to students who attend regular classes (*EC* Section 51747.3[a]).
- No ADA is earned from the independent study of any student who resides outside the local county or the adjoining county (*EC* Section 51747.3[b]).

Finally, our partnership with LAUSD promises to dramatically boost LAUSD’s educational outcomes specifically for the target population including students who have disenrolled from district schools in the past. We believe a true collaboration in services delivery through the FIN CTE Prep model will benefit existing LAUSD-operated schools through shared “best practices” in the ways intended by the charter schools’ legislation.

Our Founder/CEO, Steve Barr has achieved acclaimed successes in education reform at Green Dot Public Schools, and then through Future is Now, in leveraging true collaborations between seemingly disparate groups to best meet students’ needs. FIN CTE Prep will build on the collective expertise of our staff, Board and committed partners and advisors to establish an innovative new model for serving some of our community’s most in-need young people.

ORGANIZATIONAL HISTORY, SCHOOL FOUNDERS, MISSION AND VISION

PRECURSOR TO FUTURE IS NOW: GREEN DOT PUBLIC SCHOOLS

The founding of FIN CTE Prep as an innovative new school design for some of our most “at-promise” students dates back almost 20 years, to the initial founding of Green Dot Public Schools (Green Dot). Steve Barr, Founder and now *Chairman Emeritus* of Green Dot, set out in 1999 with an ambitious plan to improve graduation rates in the Los Angeles Unified School District (LAUSD). At the time, LAUSD’s high schools were not graduating over 50% of their students, and those that were making it through were rarely prepared for college. The vast majority of the students failing out of the system were children from low-income families. Mr. Barr founded Green Dot with a vision of creating small, successful charter schools and in doing so, demonstrating to the school district and the public-at-large that there was a more effective way to provide public education to low-income, high-risk youth.

In August 2000, Green Dot’s Animo Leadership High School opened its doors with just one 9th grade class of 140 students. (“Ánimo” is a Spanish word that means “vigor, mind, spirit, valor and the courage to overcome odds.” In a broken education system where outcomes are most unequal for low-income and minority youth, Green Dot is founded on the premise that tomorrow’s youth must possess "Ánimo," and Green Dot is willing to do what it takes to ensure all students are prepared for college, leadership and life.) Today, Green Dot has successfully grown to serve more than 12,000 students at 23 schools in communities across Los Angeles, CA, Memphis, TN, and Tacoma, WA. The U.S. Department of Education has featured Green Dot as a national leader in school turnarounds. Green Dot schools have been featured in “America’s Best High Schools” by *Newsweek*, *U.S. News and World Report*, and *The Daily Beast*.

Between 2000 and 2005, under Mr. Barr’s leadership as Founder and CEO, Green Dot opened five start-up independent charter high schools in some of the toughest neighborhoods in Los Angeles County. All five went on to be named in *Newsweek*’s annual ranking of the best high schools in the country and were medal winners in the annual *U.S. News and World Report* list, placing them in the top 2.5% nationally. In 2006, Green Dot opened a cluster of charter high schools to create a parent “zone of choice” around Thomas Jefferson High School, at the time, the lowest performing school in the LAUSD. Today, California Assessment of Student Performance and Progress (CAASPP) scores of Green Dot’s three schools in the Jefferson attendance area are 24-28 percentage points higher than Jefferson for 11th graders meeting or exceeding standards in ELA (Jefferson was 41% in 2017) and 6-25 percentage points higher in Math (Jefferson was 13% in 2017).²

In 2008, Mr. Barr led Green Dot’s expanded approach to focus on turning around chronically low-performing schools, starting with the transformation of Locke High School. Locke was 15 times the size of Green Dot’s usual charter school launch and one of the worst high schools in California. Despite these difficulties, under Green Dot management, Locke has made great strides, recognized by the U.S. Department of Education for increased attendance, test scores and graduation rates.³ A UCLA CRESST study found that Green Dot students attending Locke are 1.5x more likely to graduate and 3.7x more likely to graduate college-ready than students attending peer neighborhood schools.⁴

While Mr. Barr resigned from Green Dot’s CEO position in 2008 to focus on expanding the Green Dot model to other communities seeking to found new schools or turnaround existing schools, the schools founded during his tenure as leader of Green Dot continue to thrive:

Green Dot High Schools (Year Opened)	District Located	2023 CAASPP Percent Met & Exceeded	
		ELA	Math

² <https://caaspp.cde.ca.gov/sb2017/> (Thomas Jefferson High School, 2017 CAASPP scores).

³ <https://blog.ed.gov/2010/01/a-promise-kept-a-school-renewed-locke-high-schools-turn-around/>

⁴ <https://ampersand.gseis.ucla.edu/major-cresst-study-finds-significant-improvements-at-locke-high-school-2/>

Ánimo Leadership High (2000)	Lennox	71	29
Ánimo Inglewood Charter High (2002)	Inglewood	80	18
Oscar De La Hoya Ánimo Charter High (2003)	LAUSD	54	13
Ánimo South Los Angeles Charter (2004)	LAUSD	56	11
Ánimo Venice Charter High (2004)	LAUSD	52	11
Ánimo Jackie Robinson High (2006)	LAUSD	54	16
Ánimo Pat Brown (2006)	LAUSD	58	18
Ánimo Ralph Bunche Charter High (2006)	LAUSD	50	15
Ánimo Watts College Preparatory Academy (2007)	LAUSD	61	17
Alain Leroy Locke College Preparatory Academy (turnaround; 2008)	LAUSD	25	5
Inglewood Unified (11)		29	17
Lennox School District (11)		N/A	N/A
LAUSD		15	1.4
State of California (11)		56	28

Data Source: 2023 CAASPP Research Files <https://caaspp.cde.ca.gov/sb2023/Search>

Green Dot has gone on to expand to middle schools and has opened new schools and led additional turnarounds, with 20 schools now under Green Dot management in Southern California.

FUTURE IS NOW HISTORY AND SUCCESS

Inspired by his work, success and lessons learned at Green Dot, in 2010 Mr. Barr founded Future Is Now to improve public education by organizing and supporting effective educators to lead reforms in their schools, districts, and unions. Future is Now, a California non-profit 501(3)(4) organization, has helped design, launch and provide initial start-up operations and oversight for two public schools in New York:

- **UNIVERSITY PREP CHARTER SCHOOL (BRONX, NEW YORK):**
In a unique partnership with Randi Weingarten, then-President of the American Federation of Teachers, Mr. Barr co-founded University Prep Charter High School in 2007 (while he was still at Green Dot). While Mr. Barr continues to serve as Chair of the Board, management of the school after the start-up phase was transferred from Green Dot Public Schools to Future is Now in 2011. Today, UniPrep is a National Blue Ribbon School and ranked by *U.S. News and World Report* as one of the top public high schools

in New York City. In 2014, the school was ranked the fourth best public high school in New York City by the NYC Department of Education. Since its opening ten years ago, the school has consistently graduated 100% of its students and boasts a 100% college acceptance rate.

UniPrep strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for all students result in the attainment of social-emotional and academic skill sets that prepares students to excel in college. UniPrep layers contact with positive regard and cognitive coaching to reshape student behavior and promote self-directed learning. Advisory sessions link aspirations to behavior and guide students to identify barriers to their success, providing intensive instructional support and counseling from the school leadership, and teaching and counseling staff to ensure success. For its most at-risk students, constant contact and monitoring has proven beneficial. Interventions are frequently accessed for efficacy and effectiveness.

In addition to its academic success, UniPrep uses the groundbreaking Green Dot “Thin Contract” which is approved with partner United Federation of Teachers. The 42-page contract replaces tenure with just cause, has a multiple measure teacher evaluation, and has a professional workday. Due to FIN’s effective management and site-based budgeting of public dollars, UniPrep teachers make 22% above the salary steps of peer NYC teachers.

- **STUDIO SCHOOL AND INCUBATOR SCHOOL (LOS ANGELES):**

Future is Now also helped establish two innovative pilot schools in the Los Angeles Unified School District in 2013, the Studio School (grades 6-8) and the Incubator School (grades 9-12). Over a two-year start-up phase, Future is Now provided *pro bono* start-up support, recruiting and supporting school leaders as they designed and launched the schools; helping hire teachers and staff; community organizing and marketing to recruit families to enroll; operational advice and assistance; fundraising to facilitate start-up costs; establishment of community and organizational partnerships for the schools; and formation of a site-based governance model at each school that includes teachers, parents, community members and LAUSD, which replaced FIN’s initial start-up management and oversight role.

Unfortunately, despite various highlights and successes, due to facilities challenges (the school moved four times in its four years of operations, changing communities and having a detrimental impact on enrollment), the Incubator School was closed in 2017.

The Studio School, an arts-themed middle school located in Glassell Park, continues to thrive and outperform similar schools. As of 2017, 39% of students met or exceeded English Language Arts standards, and 16% met or exceeded mathematics standards.⁵ 94% of the students enrolling in The Studio School are classified as disadvantaged and enter middle school several grades below average.

⁵ <http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20162017&which=2134>

Future Is Now also developed the **Teacher Action Network** to organize and support effective educators to lead reforms in their schools, districts and unions. Future Is Now empowered teachers through a six-month fellowship focused on training teachers on how to put their ideas into practice. The fellows have successfully launched actions including starting pilot schools, teachers leading outcomes-driven actions and scalable innovations to challenges, scaling school-site autonomies, redefining induction and tenure, sustainable approaches to school turnarounds, evaluation, a school-wide reading program to increase literacy of students and their parents and researched implementing an electronic voting system within UTLA.

FOUNDING TEAM

FIN SCHOOLS-LA BOARD OF DIRECTORS

Steve Barr, *Founder/CEO of Future Is Now and Future is Now Schools-Los Angeles; Founder and Chairman Emeritus of Green Dot Public Schools; Co-Founder and Board Chair, University Prep Charter School (New York)*

Steve Barr founded Green Dot Public Schools in 1999 with the vision of transforming secondary education in California by creating a number of high-performing charter high schools using available public dollars. Under Mr. Barr's leadership, Green Dot became the leading change agent in the region, starting in fall 2000 by founding one of the first comprehensive public high schools in the Los Angeles area in thirty years. In 2008, Green Dot began to operate Locke High School in Watts, re-structuring it into eight small public schools. Today, Green Dot serves more than 11,000 students in three states.

In 2010, Mr. Barr formed Future Is Now Schools, built on the successful secondary Green Dot Public Schools model, union reform and systemic district change, to take the foundational principles, lessons learned and successes achieved on the local level of Southern California and expanded this base to other communities around the country. Future Is Now Schools has facilitated discussions with community leaders in some of America's largest cities, bringing together all education stakeholders, including parents, teacher unions and district education officials.

In 2012, Mr. Barr continued his collaborative work with a partnership with teacher leaders within United Teachers of Los Angeles and Los Angeles Unified School District to create teacher-designed hybrid learning pilot schools in Silverlake and West Los Angeles.

In 2013, Mr. Barr became a founding member of the Coalition of Community Charter Schools, a group of public charter schools and organizations in New York City that envision a positive and collaborative role for charter schooling as part of our public education system.

Prior to founding Green Dot, Mr. Barr held a number of leadership positions in political and social service organizations. In 1990, Mr. Barr co-founded Rock the Vote, the preeminent youth voter registration and engagement organization in America. The Rock the Vote campaigns and field efforts led the way in the first upward surge in 18-24 year old in voting since the passage of the 26th Amendment. Following Rock the Vote, Mr. Barr led the successful efforts to pass the

Motor Voter Bill, which was signed into law in 1994 by President Clinton. Thirty million Americans have registered to vote via Motor Voter.

Mr. Barr hosted President Clinton's National Service Inaugural event, which led to the creation of AmeriCorps. He then oversaw an AmeriCorps after-school program project in South Central and East Los Angeles that focused on helping single mothers transition off of welfare.

Mr. Barr has been active in politics throughout his professional career, serving several presidential campaigns and as a finance chair for the Democratic Party. Additionally, Mr. Barr has helped drive political change through television, as a national correspondent on the nationally syndicated Disney-produced "The Crusaders", as a contributor to Discovery Channel's "Why Things Are?", and as a writer in national magazines such as *George*. Mr. Barr authored "The Flame: An Unlikely Patriot Finds a Country to Love" (Morrow, 1987).

Mr. Barr has attended and spoken at some of the most prestigious education and thought leadership conferences in the country, including TED Conference, PopTech, Excellence in Education Conference, League of Education Voters, and at premiere business schools and schools of education including Harvard Business School, Harvard Graduate School of Education, Stanford and Yale. Mr. Barr received a Ford Foundation's Visionaries Award and has been honored as Entrepreneur of the Year by Marshall School of Business at the University of Southern California. Mr. Barr's most treasured honor was his induction into the Cupertino High School Hall of Fame. He holds a Bachelor's in Political Science from the University of California, Santa Barbara.

FIN CTE Prep is more than a passion project for me. My own experience in foster care luckily had a good outcome after two years. I'm haunted by where my life could have ended up if I did not reunite with my mother. I've seen Green Dot Schools start to reach promising youth academically, but we lose them to transience, just when we start to see success...I know they deserve better and we can do better.

Jeff Harris, Board Chairman

Former Director of School and Community Partnerships, Compton Unified School District

Mr. Harris is Director of School and Community Partnerships at Compton Unified School District where he has broadened the support of the district and local schools within the community, philanthropy and organizational partners. Mr. Harris is the former Chief Executive Officer of The Junior State of America Foundation (JSA), a national high school extracurricular program which has served more than 500,000 students since its founding in 1934. Through JSA, students build leadership skills, learn civil debate, and strengthen their engagement through volunteering and activism. Mr. Harris first joined the program as a high school student leader and continued his involvement for more than 25 years, as a program director, civic educator and mentor to students. Career highlights include creating the JSA's popular student-run Congressional simulation format, launching a successful alumni relations program and establishing evaluation systems for JSA's programs to measure their impact against strategic mission-related goals. For more than a decade, Mr. Harris worked directly with students in Southern California to create high quality political awareness and involvement programs. He spearheaded JSA's outreach efforts to low-income minority students in Los Angeles and

expanded that pilot program nationwide. Mr. Harris attended University High School in Los Angeles and majored in Political Science at U.C. Berkeley, where he served as founder and president of the Cal Democrats and as a Senator in student government. He is a member of the Board of Directors of ProCon.org and is a former board member of the California Association of Student Councils.

Susan Estrich, Esq., Board Secretary

Robert Kingsley Professor of Law and Political Science at the University of Southern California and Partner, Boies Schiller Flexner, LLP

Ms. Estrich is a well-known litigator, legal and political analyst, author and law professor. She is the Robert Kingsley Professor of Law and Political Science at the University of Southern California, where she teaches Criminal Law, Gender Discrimination and Election Law. She was the first woman president of the *Harvard Law Review*. After graduating from Harvard Law School, she clerked for The Honorable John Paul Stevens, associate justice of the U.S. Supreme Court and the late Honorable J. Skelly Wright, judge of the United States Court of Appeals for the District of Columbia Circuit. As a faculty member at Harvard Law School she was the youngest woman to be tenured.

Ms. Estrich was a special assistant to Senator Edward M. Kennedy, and staff counsel and special assistant to the chief counsel for the U.S. Senate Judiciary Committee. She has been actively involved in Democratic presidential politics, serving as national campaign manager of the Dukakis-Bentsen campaign in 1988, the first woman to manage a national presidential campaign. Ms. Estrich is a frequent commentator on law and politics for FOX News, an occasional talk radio show host, and has published hundreds of articles in national media. Her publications include *Real Rape; Getting Away with Murder: Politics, Crime, and the Rule of Law; Dangerous Offenders* (with Moore, McGillis, & Spellman); and "*Sex at Work.*" Her most recent book is *The Case for Hillary Clinton* (ReganBooks, 2005). Ms. Estrich received her B.A. from Wellesley College and her J.D. from Harvard Law School.

Rich Leib, Esq., Board Treasurer, University of California Regent (2019-2026)

President and CEO, Dunleer Strategies

Richard Leib is currently president and CEO of Dunleer Strategies, a San Diego-based consulting firm that works with emerging companies to develop strategies to help them meet short and long-term business goals. Before that, he spent 15 years as executive vice president and general counsel for Liquid Environmental Solutions, a company he co-founded and helped grow into the leading non-hazardous liquid waste recycling company in the U.S. The company, which ultimately employed 700 people, was sold to a private equity firm in 2017.

Prior to his work with Liquid Environmental Solutions, Mr. Leib served as executive vice president and general counsel of U.S. Public Technologies; and co-founded the investment management group at Stone and Youngberg, California's leading municipal debt underwriter.

Mr. Leib started his career working on the staff of state Senators Gary Hart and Herschel Rosenthal and he also worked for Congressmen Henry Waxman and Mel Levine.

He has been on the Solana Beach School Board for ten years and served as Board President for two years. He previously served on the Community College Board of Governors from 1999-2005

and served as President of the Board from 2001-2003, as an appointee of Governor Gray Davis. He currently serves on the Board of the Steinberg Institute, a Sacramento based organization that seeks to raise the profile and increase the effectiveness of mental health policy-making in California. He also serves on the Board of Directors for the North Coast Repertory Theatre.

Mr. Leib's education includes a J.D. from the Loyola University School of Law, an M.A. from Claremont Graduate School, a Fellowship with the Coro Foundation, and a B.A. from UC Santa Barbara.

STAFF/CONSULTANTS

In addition to Mr. Barr's work as Founder/CEO of FIN Schools-LA, the following organizations and individuals have been integral members of the FIN CTE Prep school design and founding:

Dr. Mara Simmons, Consultant

Dr. Simmons served as the second principal of Animo Leadership graduating its first senior class for Green Dot Public Schools and has come on board to support the development and launch of FIN CTE Prep. She began her Green Dot Career in 2001 when the founding principal after one year returned to the classroom. Under her leadership, she shaped the first Green Dot School achieving the highest graduation rates and four year university acceptance rates achieved ever in the local community.

Dr. Simmons has 25+ years experience leading schools, teaching and learning mostly in Los Angeles. She is also a product of LAUSD-graduating from University High School. Her career has been centered in underprivileged communities and she served as a teacher/ founder/ leader and director. Her fondest teaching year was developing a 'Big Picture' part of a 'traditional' school framework. School structure and programme design is of particular interest as she likes to question the status quo. She had the opportunity twice to build new high schools in areas where learners were not supported by the local district. The first project in 2001 lead to a system of high schools thereafter, Green Dot/Animo Schools. Then in 2011 she worked with another organization to lead a joint project between the school district and the charter organization to open a brand new facility, Sotomayor Learning Academies, shared with five small high schools, one being the one she designed and lead for four years before moving to work as a director for Los Angeles Unified School District. In the high schools she lead the graduation requirements achieved by all learners always exceeded the State minimum in science and math. Transforming lives, a motto she works towards.

Working abroad for the last nine years she had the privilege of exploring the UK secondary system whilst training over 1000 teachers pursuing their Post 16 PGCE and QTLS along with professional development. Currently she is working with a school remotely in Nigeria to help transform their secondary program and be more in alignment with the Future of Work goals along with increasing access to programs internationally.

Dr. Simmons has become an expert in AI and School Redesign. She has presented across the UK mostly at the Further Education level. At the Festival of Education, Wellington College she shared best practice around successful planning, system wide support of new teachers Activate

Learning Learning Philosophy and enjoyed other talks on the theme of deliberate practice, use of research based strategies to improve learners achievement and bringing STEM to the forefront. She has also presented at the Further Education ReImagine Conference at Birmingham University on the topic of using Design Thinking to update apprenticeship programmes. Also she has presented at the Associate of Colleges Annual Conference on Routes into Teaching.

Diane Peete, Director of Operations, Future Is Now

Ms. Peete has 30 years of professional experience in both for- profit and non-profit arenas. Ms. Peete came to FIN from Green Dot Public Schools, where she was the network’s purchasing manager. In her role as Director of Operations, Ms. Peete is constantly seeking creative ways to foster dynamic learning environments and to promote continuous improvement. For the past 15 years, she has volunteered as a mentor to middle and high school students. Ms. Peete has presented at conferences throughout the country on communications and bridging the generational gap. Ms. Peete is also a faculty adjunct at Los Angeles Southwest College and West Los Angeles College, where she teaches basic skills classes and advises at-promise students. Ms. Peete earned her Bachelor’s degree in Mathematics from CSU Bakersfield and her Master’s in Psychology at Pepperdine University. In Fall 2018, Ms. Peete began work on her doctorate in Developmental Psychology at Claremont Graduate University.

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KEY PARTNERS AND ADVISORS

Mr. Mark Cripe, *Law Enforcement, Juvenile Justice Intervention & Community*

Sgt. Cripe supervises seven specially trained juvenile intervention teams located throughout Los Angeles County. He is responsible for the development of an "at-promise" youth intervention program and the training staff, volunteers, and community-based programs associated with the program. He also has developed and facilitated professional development courses for juvenile intervention instructors, parole compliance teams, school faculties and parenting courses. Sgt. Cripe works with the Chicago School of Psychology in the development of doctrinal internship practicum in regards to the Los Angeles County Sheriff's Department (LASD) Vital Intervention and Directional Alternatives (VIDA) Academy. The VIDA academy is a structured 16-week educational, intervention program utilizing LASD personnel, volunteers, and community-based organizations to provide an opportunity for non-violent "at-promise" youth to learn how to make better life choices and take responsibility for planning their future.

Dr. Pedro Noguera, *Distinguished Professor of Education in the Graduate School of Education and Information Sciences at UCLA*

Dr. Pedro Noguera's research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA, he served as a tenured professor and holder of endowed chairs at New York University (2003-2015) Harvard University (2000-2003) and the University of California, Berkeley (1990-2000). From 2009- 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014 he was elected to the National Academy of Education. Dr. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

Randi Weingarten, *President of American Federation of Teachers*

Randi Weingarten is president of the American Federation of Teachers (AFT), representing 1.8 million members across education, healthcare, and public service sectors. She advocates for quality public schools, affordable higher education, healthcare as a right, and union rights. Prior to becoming AFT president in 2008, she led the United Federation of Teachers in New York City. Under her leadership, the AFT has focused on innovative education reforms, including community schools, teacher-designed hybrid models, and accessible resources for educators. Weingarten has also championed worker protections, voter rights, and strategic collaborations for educational and social improvement nationwide.

Miguel Suarez

Miguel A. Suarez is an Assistant Principal and the Pathways to Technology (P-Tech) Coordinator in the Brewster Central School District. Miguel was born and raised in The Bronx, NY to a family of educators.

He holds a Bachelor's Degree from the University of Rochester along with two Master's Degrees, one in Mathematics Education from Lehman College and the other in Administration and Supervision from Hunter College. He has been a high school educator for the past twenty-four years, specifically in the field of mathematics. Miguel has had the privilege of working for four schools prior to his current tenure, beginning his teaching career at Jane Addams Vocational High School, then becoming a founding teacher and eventually an administrator of University Prep Charter High School, a House Principal in Arlington High School and the Family and Community Engagement (FACE) Director for the special act district of Mount Pleasant Cottage School in Westchester County, NY.

He has held various titles as a teacher such as Mathematics Department Head, Union Leader/Contract Negotiator, Head Dean, Girls Basketball Coach, and Boys Baseball Coach. As an administrator, Miguel has worked in every capacity, from Testing and Programming Coordinator to Professional Developer to Community Outreach Director to name a few.

As a lifelong educator, he prides himself in working closely with staff, students, and families to serve the needs of the community. He is passionate about the power of education and its impact on society. He believes that the major purpose of education is to guide and nurture ALL students to become positive and productive members of society. The job of an educator is to prepare students for their next steps in life no matter the path they choose.

MISSION AND VISION

FIN CTE Prep will serve some of LAUSD's most vulnerable youth in grades 9-12, including resilient youth such as those who have or are at risk for experiencing homelessness, foster care, or detainment along with others who are part of the 30% who have disappeared from the LAUSD registry for other reasons. FIN CTE Prep will offer a rigorous, personalized college and career-preparatory learning program with extended time on campus that includes comprehensive support for students' well-being, life skills and future planning, and support for and collaboration with all those involved in each students' care and development. We will establish a centralized, collaborative and stable continuum of care and support for vulnerable youth that will support students' successful transition to college and meaningful careers.

Our vision at FIN CTE Prep is that all our students will be able to transition to their adult lives well-prepared with the skills and attributes they need to realize better futures for themselves and their families. This includes core, standards-aligned academic content knowledge and skills, but also, perhaps more importantly, the ability to self-advocate, persistence in the face of "failure" and obstacles, communication skills, critical thinking, problem-solving and self-esteem. We envision students who have been met with extreme challenges are resilient, able to persevere and thrive, and not be defined or limited by their adverse childhood experiences.

2. COMMUNITY NEED FOR CHARTER SCHOOL

The specific community served by this new charter school is one that extends beyond typical neighborhood boundaries. That said the school will be located in on LA Trade Tech campus near several public transportation stops on both the metro and bus - therefore attracting students from an extended footprint where currently career pathways in accredited/reliable vocational and

construction training programs are non-existent. Working with IBEW local 11 will be a starting point for FIN CTE Prep to grow and build connections with other local union groups to provide opportunities to our students.

POPULATION TO BE SERVED

3. TARGET POPULATION

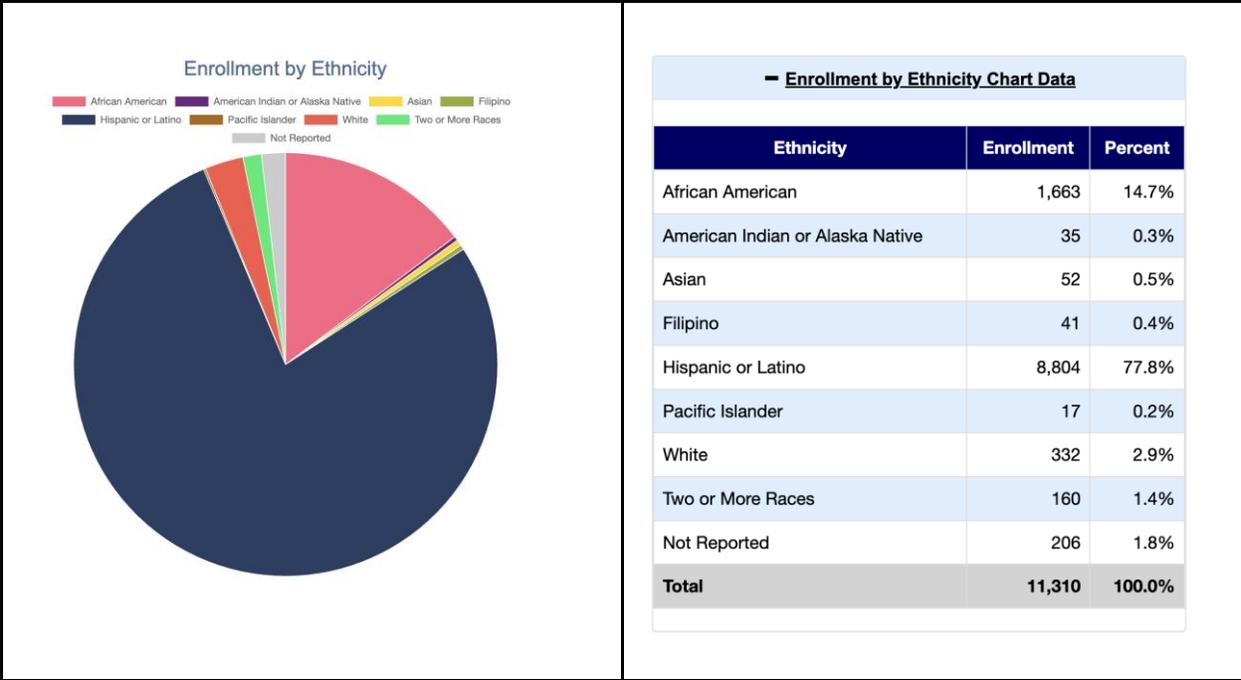
FIN CTE Prep in partnership with the IBEW and its 12,500 members in local unit 11 will attract a student community grades 9-12. Within the 90015 zip code there are at least 1200 IBEW members. When talking with local community members we learned that many arrived at their career later in life after several trials in other industries including hospitality, construction and factory work. Through IBEW outreach efforts they learned about the role electricians play and what it takes to become fully licensed. With local support individuals shifted their career pathway with only the regret of not finding this career earlier. Besides students interested in becoming electricians we will also target students in search of an educational experience that is different from the traditional, brick and mortar school design.

We anticipate that 100% of FIN CTE Prep's students will be eligible for free school lunch with a significant majority non-white; our students will include significant numbers of homeless and foster youth. The following charts detail the demographics of LA County-wide enrollment in 2023-24 of homeless youth, followed by foster youth.⁶ As illustrated, the population for both is predominantly Hispanic/Latino, though African Americans are a more significant percentage of foster youth (21.4%) in the County than they are of homeless youth (14.7%).

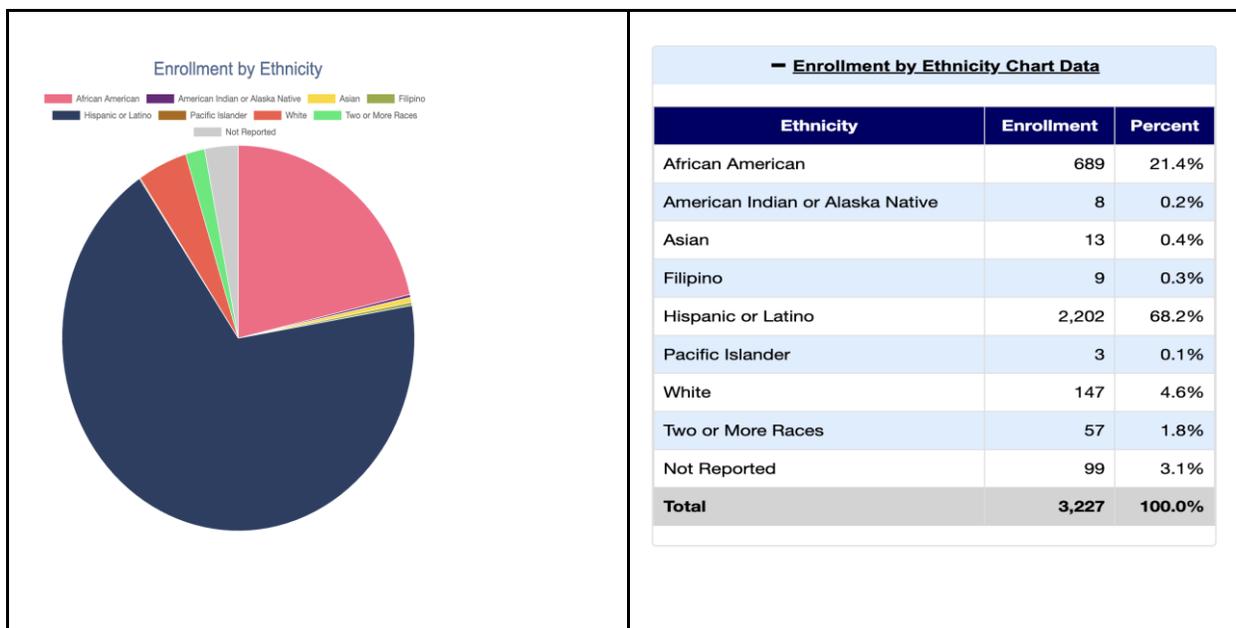
Homeless Youth

⁶ <https://data1.cde.ca.gov/dataquest/DQCensus/EnrEthGrd.aspx?cds=19&agglevel=County&year=2023-24&ro=y>.

We note that the demographic data for foster youth in 2023-24 appears to be based on CalPads reporting, given that it includes a total of 8709 county-wide. Curiously, for 2022-23, the demographics reporting includes a total of 9,872 foster youth.



Foster Youth



EDUCATIONAL INTERESTS, BACKGROUNDS, AND CHALLENGES

FIN CTE Prep recognizes that many foster and homeless youth face significant barriers and inadequate resources to positively navigate academics, life and transition to adulthood. Instability leads to disruption in their educational program and their emotional, social, and other health needs. The consequences of homelessness are immense and have a detrimental impact on children’s safety, health and wellness, long-term development, and readiness for school. Homeless students can lack transportation, school supplies, clothing, etc. Homeless students are twice as likely to repeat a grade or be expelled or suspended.

Creating career technical pathways to help students generate income to discontinue homelessness is a prevalent goal of FIN CTE Prep. Providing homeless students with their educational interest of choice and life skills tools will help them outperform in multiple settings; rather that is the workforce or college pathway. There is an incredible urgency to support homeless youth with their educational interest because California is ranked first in homeless according to the National Alliance for Homelessness. California is in a state of emergency when it comes to youth and homeless. Over 210,000 youth in California are homeless, and research has shown that they are twice as likely to be suspended, chronically absent, have a lower graduation rate and less prepared for UC/CSU than non-homeless peers.⁷ Creating career technical pathways to help students generate income to discontinue homelessness is a prevalent goal of FIN CTE Prep. Providing homeless students with their educational interest of choice and life skills tools will help them outperform in multiple settings; rather that is the workforce or college pathway.

⁷ <https://sudikoff.gseis.ucla.edu/more-than-269000-students-in-california-were-homeless-in-2019/>

LA County has the most foster youth in the nation; in fact youth in foster care for 24 months or longer than 15% experience 5 or more placements while 44% experienced 3 or more placements per the Children's Law Center of California. Research has shown that only 53% of foster youth graduate on time.⁸

The state level of educational outcomes is alarming and increasingly getting worse year after year. Partnering with agencies for both populations prove to be a challenge because the overwhelming demand and lack of proper personnel will be difficult to overcome. Abiding by the California Foster Youth Rights will be analyzed and woven into FIN CTE Prep’s educational program where students can receive partial credit for coursework, enrollment practices to immediately enroll foster youth and student services that help with educational options and wrap around services in college planning, financial aid and specialized programs at FIN CTE Prep. We will uphold the Best Interest Determination so that foster youth can seek the best interest in remaining in their school of origin per EC 48850(a)(1)) and EC 48853.

4. ENROLLMENT PLAN

FIN CTE Prep will employ a “slow growth” model to scale up to capacity with care and intention as we learn and grow. We are starting 2025-26 with 125 students in grades 9 and 9+, and expand each year by one grade levels. Students will be considered 9+ if they earned some 9th grade credits but not enough to achieve 10th grade. Pending facilities availability and funding, we ultimately plan to serve 525 students at full capacity in grades 9-12.

	2024-25	2025-26	2026-27	2027-28	2028-29
9 th grade		125	125	125	150
10 th grade			125	125	125
11 th grade				125	125
12 th grade					125
Totals		125	250	375	525

GOALS AND PHILOSOPHY

5. MISSION AND VISION STATEMENT

FIN CTE Prep’s mission is to provide “at-promise” youth in Los Angeles with an inclusive, empowering, and career-focused education that bridges academic rigor with practical skill-building for high-wage, high-demand careers.

⁸ <http://foster-ed.org/california/los-angeles/>

The vision of FIN CTE Prep is to foster a transformative education model that responds to industry demands, promotes environmental sustainability, and uplifts communities most impacted by economic and educational disparities.

The vision of FIN CTE Prep is deeply connected with industry needs, community empowerment, and environmental sustainability. Currently there is a need for 30,000 highly skilled electricians according to the US Bureau of Labor in the near future ready to take on several green tech initiatives voted in to support conversion of automobiles, installation of charging stations and more. Training this kind of workforce will take deliberate efforts and FIN CTE Prep in partnership with IBEW will offer young people an opportunity to achieve an electrician license coupled with an AA degree after four or five years in high school. IBEW Local 11's endorsement highlights the importance of creating a tangible school model that partners with unions, school districts, and community groups, emphasizing pre-apprenticeship green jobs for electrical workers from neighborhoods most affected by pollution. This partnership aligns with FIN CTE Prep's vision to develop a rigorous Career Technical Education (CTE) program tailored to community needs, ensuring students graduate with industry certifications, ready to enter high-skilled, high-wage careers or pursue further education.

6. AN EDUCATED PERSON IN THE 21ST CENTURY

FIN CTE Prep’s educational program, adapted from the successful Green Dot model in place at 20 Southern California Green Dot secondary schools, is designed to ensure that as students master core content knowledge delineated in state content standards and the Frameworks for Instructional Design, they also develop critical skills and capacity to thrive in post-secondary school and meaningful careers. A key difference in FIN CTE Prep’s design from the Green Dot model is the inclusion of Career Technical Education developing student skills specific to the Future of Work in addition to college prep. Given the needs of the students we will serve – and own interest in designing a comprehensive program that goes well beyond the traditional concept of “school” -- our goals are intentionally crafted to address capacities that truly prepare our students for life beyond secondary school:

<p>Goal #1: FIN CTE Prep Students will be College- and Career-Directed Learners</p> <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across the curriculum and different “real world” scenarios • Meeting A-G requirements and prepared for college, or completing Career Technical Education (CTE) pathways that lead to trade school and/or post-secondary jobs that offer growth and self-sustaining wages 	<p>Goal #2: FIN CTE Prep Students will be Effective Communicators and Culturally Aware</p> <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Able to communicate – orally and in writing – sensitively within and across diverse communities • Able to listen actively, question, and engage respectfully • Exposed to world languages and able to
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<ul style="list-style-type: none"> • Knowledgeable of college opportunities, requirements and the application process • Knowledgeable of career field choices, pathways and concrete steps required to achieve career goals 	<p>understand the dynamics of language and culture</p> <ul style="list-style-type: none"> • Proficient in leveraging multiple uses of technology to access information and communicate with others
<p>Goal #3: FIN CTE Prep Students will be Engaged and Self-Sufficient Citizens</p> <ul style="list-style-type: none"> • Able to model ethical behavior through involvement in school, home and community life • Able to take responsibility for one’s own care and needs including housing, financial management, transportation, physical and mental health, and other aspects of adult life • Contribute to the success of their families and their community through service and collaboration with others • Understanding of personal rights and responsibilities as members of a democratic society (including rights specific to foster, homeless or other youth) • Proficient in expressing personal needs and beliefs and self-advocating respectfully and thoughtfully to identify and access supports, services and opportunities 	<p>Goal #4: FIN CTE Prep Students will be Life-Long Learners</p> <ul style="list-style-type: none"> • Responsible, mature decision-makers • Experienced in planning for the future with short- and long-term goal-setting and reflection on success in achieving these goals (including lessons learned from “failures”) • Knowledgeable about personally meaningful opportunities for self-expression and enjoyment through the pursuit of physical, artistic, cultural and other pursuits • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community • Understand their learning style and preference in demonstrating assessment knowledge (summative or formative)

7. HOW LEARNING BEST OCCURS

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school. To ensure that students will receive the personalized attention they need, FIN CTE Prep will be based on the core values, theory of change and academic model that Future is Now has developed over the past eight years, along with best practices from Green Dot and other model schools.

Research has proven that school environments must be safe, culturally relevant, and welcoming to provide the nurtured and supportive strategies to continually allow students to thrive. “Responsive teaching” will be consistent, reliable and creative to help the most vulnerable and resistant scholars.⁹ Teaching students about executive functioning skills, and enhancing their critical cognitive skills so they can learn to pay more attention, follow instructions, overcome distractions and learn to manage their behavior will be a priority. Our teachers will be responsive, trained, and well versed in working with diverse students to provide proper intervention strategies to minimize problematic behavior. FIN CTE Prep’s Responsive

⁹ <https://nche.ed.gov/wp-content/uploads/2018/11/res-summ-pos-beh.pdf>

Classroom techniques include:

- Academic and social emphasis on equity and equality for all within an organized, caring, stable classroom; where learning takes place daily.
- Determining what scholars learn and how they learn, then creating student-centered methods to encourage interdependence and cooperative learning that they can demonstrate in multiple forms of assessment methods.
- Cooperative, responsibility, empathy, and self-control will be critical skills to inform and maintain for all scholars.
- Cognitive learning to enhance critical thinking to allow the proper development of social intervention.
- Culturally relevant instruction, where teachers gain knowledge on the scholars' individuality, culture, family dynamic, shelter status or foster home status.
- Surveying students to learn about their prior experiences and asking them about the most important things to them so we can implement them into our educational setting.
- Expose scholars to the importance of critical reading and consuming knowledge.
- Scholars will explore perspectives from multiple cultures to help them learn about themselves, self-regulation strategies, classmates, the community they live in and society as a whole.

Students who maybe experience inconsistent home life can benefit from also having the following¹⁰:

- Creating safety and allowing space for them to leave a group or sit independently if needed.
- Providing options to scholars so they feel they have a sense of control within their environment by offering choices when possible.
- Students should feel connected, seen and understand they are cared for through utilizing the 2X10 method where the teacher spends two minutes for 10 school days in a row to talk to students of their interest, unrelated to school or work.
- Scholars will practice mindfulness exercises to learn deep breathing and meditation.

FUTURE IS NOW'S CORE VALUES

The following core values guide the philosophical core of each and every Future is Now school:

- **An Unwavering Belief in all Students' Potential:** All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
 - Key practices:
 - Provide special intervention courses based on specific needs of student population
 - Provide tiered support for all students through our Response to Intervention model
 - Invest in Clinical Services to support retention and success of troubled students

¹⁰ <https://www.edutopia.org/article/supporting-students-living-foster-care>

- Provide enrichment courses for high achieving and gifted students
- **Passion for Excellence:** Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
 - Key practices:
 - Use technology and assessment platforms to give teachers and principals real- time access to data
 - Focus on Key Results: Administrators regularly review student performance data assessment proficiency rate, learning styles with peers and supervisors, and receive feedback on strengths and areas of improvement
 - Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility:** Take responsibility and initiative in our lives and encourage accountability for our actions.
 - Key practices:
 - Demonstrate personal integrity and high individual accountability
 - Identify executive functioning skills, learning styles, and initiate future plans to discover the pathway to accomplish future goals.
 -
- **Respect for Others and the Community:** Respect others in our daily interactions and be positive impacts on our communities.
 - Key practices:
 - Foster collaboration with others
 - Promote a positive school culture
 - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
 - Cultivate the school’s mission, vision and core values
 - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process:** Young adults will receive the best education when all stakeholders participate in the education process.
 - Key practices:
 - Provide opportunities for stakeholders to participate in the School Advisory Council
 - Host parent education workshops regarding accessing the Learning Management System, A-G requirements, college access, conflict resolution and wellness
 - Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

The core of our instructional program is the focus on personalized, differentiated instruction that is self-directed with customized supports to meet each student’s significant needs. Learning best occurs for vulnerable students in an environment where their success is nurtured and allowed to develop, their safety and social-emotional needs are met, and where an instructional system is competency-based and adapts to the needs of every student.

Students learn *how* to learn by giving them the training to take initiative for their own learning experiences and access higher level thinking skills. Varying modalities of auditory, visual, and kinesthetic learning help keep students engaged. Teachers are encouraged to enhance lessons with varied activities and hands-on projects that implement collaborative learning techniques and connect student learning to the “real world.” As learning progresses, scaffolds are gradually removed so that students eventually are able to demonstrate comprehension independently.

8. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

Despite the challenges within and outside their previous schools that our students may have experienced, we will establish ambitious goals and high expectations for them to develop into self-sufficient and self-motivated, competent and lifelong learners, with skills and attributes critical to their future success:

FIN CTE Prep graduates will be Socially Responsible Citizens who:

- Are culturally aware and are understanding and tolerant of the histories and values of different cultures
- Are leaders within their community who contribute to the improvement of life in their school and community
- Demonstrate personal responsibility and integrity
- Care for their physical environment

FIN CTE Prep graduates will be Effective Communicators who:

- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
- Identify and use resources effectively to gather, communicate, and evaluate information

FIN CTE Prep graduates will be Academic Achievers who:

- Produce quality work across the curriculum
- Are knowledgeable with regards to educational pathways and career choices
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education

FIN CTE Prep graduates will be Critical Thinkers who:

- Know how to access information and integrate knowledge
- Think and write critically and analytically across the curriculum
- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner

FIN CTE Prep graduates will be Life-long Learners who:

- Are open to discover and develop an enthusiasm and interest for learning

- Are adaptive to a wide array of professional and cultural settings
- Are goal-oriented and understand the importance of continual goal setting

9. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605.6(B)(5)(A)(ii)

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the LAUSD Superintendent of Schools on or before July 1. In accordance with EC §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to EC § 47605.6(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of EC § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (EC § 47606.5(d).)

FIN CTE Prep will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California EC § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP) and the California Science Test (CAST), as well as state priorities detailed in EC § 52060(d).

The following chart details the school’s annual goals, for all pupils pursuant to EC § 52052, for each of the eight (8) state priorities identified in EC § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES

GOAL #1

CONDITIONS OF LEARNING

All FIN CTE Prep students will have access to a standards-aligned, engaging education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- *FIN CTE Prep will maintain a credential review log as part of the teacher hiring process and support our teachers' credentialing needs.*
- *FIN CTE Prep will review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance.*

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- *FIN CTE Prep will review alignment of instructional materials to standards and course offerings.*
- *FIN CTE Prep will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *FIN CTE Prep's budget will be reviewed every year to ensure adequate budget for instructional materials is in place.*

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- *FIN CTE Prep will complete annual and monthly facility inspections to screen for safety hazards.*
- *Daily general cleaning will maintain the facility in good repair and adequate cleanliness.*

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- *FIN CTE Prep will provide CCSS-aligned ELA and math instruction using both designated and integrated ELD instructional strategies to all students.*
- *FIN CTE Prep will provide PD to teachers examining CAASPP/CAST and NWEA MAP student achievement data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress to build on our data-driven decision making.*

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- *FIN CTE Prep will provide students in all grades (9-12) with a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) in high school, CTE courses and electives as outlined in its charter petition.*
- *FIN CTE Prep’s instructional program will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.*
- *FIN CTE Prep will provide 1:1 Chromebooks (pending funding) to ensure access to web resources and curriculum tools.*

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All core area subjects (English, Math, Science, History, For. Lang.) teachers will be credentialed in the subject areas they teach.

Metric/Method for Measuring: % of courses and Teachers at FIN CTE Prep appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	2024-25	2025-26	2026-27	2027-28	2028-29	2025-26
All Students (Schoolwide)	Planning	100%	100%		100%	100%
Black or African American Students	Planning	100%	100%		100%	100%
Hispanic or Latino Students	Planning	100%	100%		100%	100%

Students with Disabilities		Planning	100%	100%	100%	100%	
Foster Youth		Planning	100%	100%	100%	100%	
Homeless		Planning	100%	100%	100%	100%	
Socioeconomically Disadvantaged		Planning	100%	100%	100%	100%	
Priority 1 Outcome 2: All students will have access to standards-aligned instructional materials pursuant to Education Code Section 60119							
Metric/Method for Measuring: % of students who will have sufficient access to standards-aligned instructional materials.							
APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29	2025-26
All Students (Schoolwide)		Planning	100%	100%	100%	100%	100%
Black or African American Students		Planning	100%	100%	100%	100%	100%
Hispanic or Latino Students		Planning	100%	100%	100%	100%	100%
Students with Disabilities		Planning	100%	100%	100%	100%	100%
Foster Youth		Planning	100%	100%	100%	100%	100%
Homeless		Planning	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged		Planning	100%	100%	100%	100%	100%
Priority 1 Outcome 3: Facilities will be maintained in good repair.							
Metric/Method for Measuring: % of rooms (all) in good repair; administrators will work with facilities personnel to ensure facilities are maintained in good repair.							
APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29	2025-26
All Students (Schoolwide)		Planning	100%	100%	100%	100%	100%
Black or African American Students		Planning	100%	100%	100%	100%	100%
Hispanic or Latino Students		Planning	100%	100%	100%	100%	100%
Students with Disabilities		Planning	100%	100%	100%	100%	100%
Foster Youth		Planning	100%	100%	100%	100%	100%
Homeless		Planning	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged		Planning	100%	100%	100%	100%	100%
Priority 2 Outcome 1: FIN CTE Prep will implement the Common Core State Standards as well as the performance standards and English language development standards adopted by the state board for all pupils, including English learners.							

Metric/Method for Measuring: All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards.

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29	2025-26
All Students (Schoolwide)		Planning	100%		100%	100%	100%
Black or African American Students		Planning	100%		100%	100%	100%
Hispanic or Latino Students		Planning	100%		100%	100%	100%
Students with Disabilities		Planning	100%		100%	100%	100%
Foster Youth		Planning	100%		100%	100%	100%
Homeless		Planning	100%		100%	100%	100%
Socioeconomically Disadvantaged		Planning	100%		100%	100%	100%

Priority 7 Outcome 1: All students will have access to all programs and services outlined in the charter petition, including A-G courses in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest; as well as CTE courses and electives.

Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS			2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		Planning	100%		100%	100%	100%
Black or African American Students		Planning	100%		100%	100%	100%
Hispanic or Latino Students		Planning	100%		100%	100%	100%
Students with Disabilities		Planning	100%		100%	100%	100%
Foster Youth		Planning	100%		100%	100%	100%
Homeless		Planning	100%		100%	100%	100%
Socioeconomically Disadvantaged		Planning	100%		100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES

Related State Priorities:

1 4 7

<p>Every student will have the right to a personalized education and necessary support that will allow him/her to pursue academic excellence and be college/career ready.</p>	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized test and score on API-AYP (or whatever comparable metric is developed)

- FIN CTE Prep will carefully examine CAASPP/CAST scaled scores and other newly developed state and federal accountability information, as well as a quarterly review of progress towards targets, with all instructional staff.
- FIN CTE Prep will analyze CAASPP and NWEA student achievement data, as well as course grades, and other state and internal assessment scores to evaluate progress towards targets.

Priority 4 Outcome 2 - Share of pupils that are college and career ready (A-G)

- FIN CTE Prep will offer courses that meet UC/CSU admission requirements to all high school students.
- Advisors will assist and conduct activities supporting student plans as well as monitor course passing progress.

Priority 4 Outcome 3 – Share of English learners that become English proficient

- FIN CTE Prep will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- FIN CTE Prep will conduct periodic PD sessions to inform and update instructional staff on progress of EL subgroup, ELPAC training and reclassification awareness, along with targeted direct and integrated ELD strategies for ELs..

Priority 4 Outcome 4 - English learner reclassification rate

- FIN CTE Prep budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.

- FIN CTE Prep will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL students' instructional needs

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 - pupil outcomes in the subject areas described in Education Code section 51210

- FIN CTE Prep will provide CCSS-aligned ELA and math instruction using both designated and integrated ELD instructional strategies.
- Counseling and instructional staff will review course passing data at progress report dates for EL students in order to proactively support students toward academic success in core English courses.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: Significant subgroups will meet or exceed growth targets in English Language Arts/Literacy and Math on the CAASPP/CAST assessment system (grades 6-8 and 11).

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

All Students (Schoolwide) as used herein is defined to include the following student groups: Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, African American, and Hispanic or Latino.

APPLICABLE STUDENT GROUPS	2024-25	2025-26	2026-27	2027-28	2028-29	2025-26
All Students (Schoolwide)	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2% =
Black or African American Students	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%
Students with Disabilities	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%
Foster Youth	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%
Homeless	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged	Planning	Baseline	Previous Year + 2%		Previous Year + 2%	Previous Year + 2%

Priority 4 Outcome 2: Students will take UC/CSU A-G approved core content courses and pass with a “C” or better, unless otherwise specified by IEP, or Foster Youth status for graduation purposes.

Metric/Method for Measuring: % of students passing UC/CSU A-G approved courses with “C” or better. Graduation data will not be available until 2028-2029 school year.

APPLICABLE STUDENT GROUPS	2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Black or African American Students	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Students with Disabilities	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Foster Youth	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Homeless	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%

Priority 4 Outcome 3: EL students will move toward English proficiency

Metric/Method for Measuring: EL proficiency rates will improve annually. EL students will advance at least one grade level on the ELPAC or other available external and internal assessments each year with the number of students moving up a level annually increasing by 3% over the previous year.

APPLICABLE STUDENT GROUPS	2024-25	2025-26	2026-27	2027-28	2028-29
English Learners	Planning	Baseline	Previous Year + 3%	Previous Year + 3%	Previous Year + 3%

Priority 4 Outcome 4: FIN CTE Prep will appropriately reclassify English Learners.

Metric/Method for Measuring: Increase the percent of EL students who reclassify as Fully English Proficient and increase the percent of EL students improving one level over the previous year’s level on the ELPAC annual assessment by 3% over the previous year.

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
English Learners		Planning	Baseline	Previous Year + 3%	Previous Year + 3%	Previous Year + 3%

LCFF STATE PRIORITIES	
GOAL # 3	
<i>ENGAGEMENT</i>	Related State Priorities:
<i>Every student will be provided a safe and supportive learning environment that values diversity and provides an inclusive environment for all stakeholders.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7
	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> :
	<input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>Priority 3 (Parental Involvement)</p> <p><i>Priority 3 Outcome 1 –Efforts to seek parent input in decision making.</i></p> <ul style="list-style-type: none"> - FIN CTE Prep will create outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school’s mission and vision throughout the County. - FIN CTE Prep will provide parents/guardians and other adult caregivers/mentors (as appropriate) with access to information about their student’s attendance, grades, homework, behavior, test scores and other progress and performance via an online data system such as Power School, along with formal report cards and conferences to plan and update students’ PLDPs. 	

Priority 3 Outcome 2 – Promotion of parent participation in programs for unduplicated pupils and special need subgroups.

- FIN CTE Prep will offer a series of parent/guardian workshops to both educate caregivers and to solicit feedback and input about the school.
- FIN CTE Prep will provide specific workshops designed to inform and collect input from families/caregivers within significant subgroups which include: English Learners, foster/homeless youth.
- FIN CTE Prep Advisory Council will be promoted, established and put in place to provide on-going parent/guardian input to school leaders and the Board.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- FIN CTE Prep’s budget will be reviewed every year to ensure adequate budget for further support of foster and homeless youth is in place.
- FIN CTE Prep will provide ongoing professional development to all staff regarding issues relating to trauma, poverty and other issues that impact student attendance and participation in school.

Priority 5 Outcome 2 – High school dropout rates

- FIN CTE Prep will ensure all aspects of the program work cohesively to support individual student needs and mitigate issues that may cause a student to drop out, including close collaboration with parents/guardians and other caregivers and partner agencies supporting students with comprehensive wraparound support.

Priority 5 Outcome 3 – High school graduation rates

- FIN CTE Prep will track credits and grades towards grade level completion and ultimate high school diploma via the PLDP review and update process with each student’s Advisor and parent/guardian.
- FIN CTE Prep will alter and adjust supports and interventions provided to students via the PP process to ensure each student receives the support he/she needs to catch up (as needed) and complete a high school diploma.
- FIN CTE Prep’s budget will be reviewed every year to ensure an adequate budget for comprehensive academic and psycho-social counseling is available to all students.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- FIN CTE Prep will review discipline issues including suspensions/expulsions (if any) each month and strive to implement alternatives to suspension/expulsion wherever feasible
- FIN CTE Prep will, through Advisory, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates

- FIN CTE Prep will review discipline issues including suspensions/expulsions (if any) each month and strive to implement alternatives to suspension/expulsion wherever feasible
- FIN CTE Prep will, through Advisory, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- FIN CTE Prep will survey stakeholders at least once annually regarding school safety and connectedness, among other topics.
- FIN CTE Prep will implement outreach activities for students and parents/guardians to become involved in school life and utilize resources offered by FIN CTE Prep and partner agencies to support students and their families/caregivers.

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: FIN CTE Prep will promote monthly parent/guardian and caregiver/mentor participation in workshops throughout the school year.

Metric/Method for Measuring: # of parents/guardians/adult supporters attending workshops monthly. All Students (Schoolwide)

as used herein is defined to include the following student groups: Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, African American, and Hispanic or Latino.

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
Black or African American Students		Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
Hispanic or Latino Students		Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
Students with Disabilities		Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
Foster Youth		Planning	Baseline	Previous Year + 1% of	Previous Year + 1% of	Previous Year + 1% of

				attendees of least 1 workshop and attendees of at least 2 workshops	attendees of least 1 workshop and attendees of at least 2 workshops.	attendees of least 1 workshop and attendees of at least 2 workshops.
Homeless	2021-2022 School Year	Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
Socioeconomically Disadvantaged	2021-2022 School Year	Planning	Baseline	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.	Previous Year + 1% of attendees of least 1 workshop and attendees of at least 2 workshops.
<p>Priority 3 Outcome 2: FIN CTE Prep’s School Advisory Council will be promoted, and supported to be fully operational and self-sustaining.</p> <p>Metric/Method for Measuring: % of parents participating in School Advisory Council and similar activities (review of attendance, sign-in sheets, membership, communications to parents, etc.)</p>						
APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		planning	100%	100%	100%	100%
Black or African American Students		planning	100%	100%	100%	100%
Hispanic or Latino Students		planning	100%	100%	100%	100%
Students with Disabilities		planning	100%	100%	100%	100%
Foster Youth		planning	100%	100%	100%	100%
Homeless		planning	100%	100%	100%	100%

Socioeconomically Disadvantaged		planning	100%	100%	100%	100%
Priority 5 Outcome 1: FIN CTE Prep will maintain a strong attendance rate						
Metric/Method for Measuring: ADA/Enrollment at P2 reporting date						
APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		planning	90%	90%	90%	90%
Black or African American Students		planning	90%	90%	90%	90%
Hispanic or Latino Students		planning	90%	90%	90%	90%
Students with Disabilities		planning	90%	90%	90%	90%
Foster Youth		planning	90%	90%	90%	90%
Homeless		planning	90%	90%	90%	90%
Socioeconomically Disadvantaged		planning	90%	90%	90%	90%

Priority 5 Outcome 2: FIN CTE Prep will maintain a lower high school cohort dropout rate than comparable schools serving similar students.

Metric/Method for Measuring: % of cohort drop-outs

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Black or African American Students		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Hispanic or Latino Students		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Students with Disabilities		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Foster Youth		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Homeless		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Socioeconomically Disadvantaged		Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year

Priority 5 Outcome 3: FIN CTE Prep will maintain a higher cohort graduation rate than comparable schools serving similar students.

Metric/Method for Measuring: % of cohort graduates.

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Black or African American Students		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Hispanic or Latino Students		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Students with Disabilities		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Foster Youth		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Homeless		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Socioeconomically Disadvantaged		Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%

Priority 6 Outcome 1: FIN CTE Prep will maintain a low suspension rate of less than 3% for all student groups.

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		planning	< 3%	< 3%	< 3%	< 3%
Black or African American Students		planning	< 3%	< 3%	< 3%	< 3%
Hispanic or Latino Students		planning	< 3%	< 3%	< 3%	< 3%
Students with Disabilities		planning	< 3%	< 3%	< 3%	< 3%
Foster Youth		planning	< 3%	< 3%	< 3%	< 3%
Homeless		planning	< 3%	< 3%	< 3%	< 3%
Socioeconomically Disadvantaged		planning	< 3%	< 3%	< 3%	< 3%

Priority 6 Outcome 2: FIN CTE Prep will maintain a low expulsion rate of less than 1% for all student groups.

Metric/Method for Measuring: % of student expulsions

APPLICABLE STUDENT GROUPS		2024-25	2025-26	2026-27	2027-28	2028-29
All Students (Schoolwide)		planning	< 1%	< 1%	< 1%	< 1%
Black or African American Students		planning	< 1%	< 1%	< 1%	< 1%
Hispanic or Latino Students		planning	< 1%	< 1%	< 1%	< 1%
Students with Disabilities		planning	< 1%	< 1%	< 1%	< 1%
Foster Youth		planning	< 1%	< 1%	< 1%	< 1%
Homeless		planning	< 1%	< 1%	< 1%	< 1%
Socioeconomically Disadvantaged		planning	< 1%	< 1%	< 1%	< 1%

Priority 6 Outcome 3: FIN CTE Prep will survey stakeholders once annually re: school climate and safety

Metric/Method for Measuring: % of parent/guardian, student and teacher/staff participation in school climate survey

APPLICABLE		2024-25	2025-26	2026-27	2027-28	2028-29
STUDENT GROUPS						
All Students (Schoolwide)		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Black or African American Students		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Students with Disabilities		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Foster Youth		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Homeless		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged		Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%

INSTRUCTIONAL DESIGN

FIN CTE Prep is developing a research-based curriculum appropriate to the student demographics it will serve that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs.

10. LEARNING MODEL

We believe learning best occurs through:

- **Personalized Approach:** We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” Each student at FIN CTE Prep will have a [Personalized Learning and Development Plan \(PLDP\)](#) formed in collaboration between the student, his/her parents or guardians, and the faculty (each student’s Advisor will serve as the primary point of contact in establishing and reviewing the PLDP). PLDPs will include long-range goals including post-secondary school and career planning, as well as specific goals for each semester of school. The PLDP will specify courses, curriculum to be used, curriculum pacing, and assessments that will be

given to demonstrate mastery of the standards-aligned content for each course. The PLDP will guide each student's academic progress through independent study and site-based instruction and support.

Independent study will be offered to students who either want to expedite their education, have a medical concern which may leave them unable to attend school, miss instructional days or due to their homeless or foster transient status. Students will be offered challenging work that requires critical thinking and the ability to articulate one's ideas. When students are struggling, teachers will not lower their expectations, but instead will find creative new ways to ensure students master the content, skills and attributes detailed in the PLDP, including, as needed, working with colleagues to develop intervention plans for specific students. There will be adaptive assessments, blended learning strategies, and utilizing metacognitive practice or metacognitive activities; so teachers can expand their craft, skillset to meet the unique demographic and students can gain the benefits from diversifying the learning strategies.¹¹ As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." Learning at FIN CTE Prep will be scaffolded, differentiated and personalized in order to ensure all students achieve academic growth. Teachers will have the flexibility of time and manage the pace with students' input so that we can maximize learning time. The students ownership of the PLDP will include discovering their learning style preference, personality type, outlook on future plans rather it includes picking one or all of the choices, such as college, career or other items like joining the military, taking advantage of the CTE program or fast tracking their education to start generating income while in high school if the family dynamic supports that. There are over 70 different learning styles, but FIN CTE Prep will focus on the most common learning styles identified as visual, aural, verbal, and kinesthetic VARK). There will be consistent focuses analyzing how scholars learn, their process to learning and how they organize information (active-reflective, sensing-intuitive, verbal-visual, and sequential-global).

- **Small Learning Environment:** as a small school (particularly compared to the very large high schools nearby) with small class sizes, every student is known. Learning best occurs when a student is known by a group of committed educators. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection is essential to a true learning experience. As John Dewey wrote decades ago, "Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally." (Dewey, *Experience and Education*, 1938.) The small school setting with advisory groups will allow every student to have at least one caring adult that is their champion in their educational journey.
- **Relevant, Meaningful Instruction:** we constantly work to ensure that our students understand the "real world" connection of their learning in the context of their own

¹¹ <https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>



experience, and develop critical skills and motivation to succeed. We seek to engage students' natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, *Pedagogy of the Oppressed*, 1970.) If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.) Students will engage in meaningful projects that are interdisciplinary and relevant to their career interests with input from those in the field. FIN CTE Prep will work with local businesses and partners to help design projects that are relevant to the specific career fields and engage students in real life learning experiences.

- **Backward Planning:** our instruction starts first with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the California Common Core State Standards (CA CCSS), and going backwards to devise the lessons and assessments that will achieve and measure success. Teachers “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.” (Wiggins & McTighe, *Understanding by Design*, 1998.) Students know the criteria and can judge their own work.
- **Formative/Summative Assessments:** FIN CTE Prep will implement and analyze both formative and summative assessments to both monitor our students' progress and inform teachers of the effectiveness of their instruction. The formative assessments will provide both immediate feedback to students and teachers so that changes/improvements can be made to instruction to illicit better outcomes for students. Additionally, common periodic assessments will be used as one piece of data to evaluate our instructional program. Robert Marzano's *Classroom Assessment and Grading That Work* (2006) concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement. Marzano delineates the importance of content standards and the need of 1) “unpacking” the benchmarks within the standards, 2) identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically. Additionally, learning best occurs when a school implements assessments that measure learning over time, inclusive of clear and specific classroom assessments, that encourage authentic learning (Marzano, R. 2006.).
- **Social/Emotional Development:** our vulnerable student population will arrive at FIN CTE Prep having encountered numerous challenges – even traumas – in their young lives. A fundamental core of our operations is an emphasis on students' social/emotional needs and developing a sense of “belonging,” including an emphasis on compassionate communication as we help our students develop critical communication and character skills. Schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality,

community, and commitment the topics that arise in common human experience.” (Noddings, 2005.)

- **Developing and Supporting Teachers:** a comprehensive professional development program, meaningful teacher evaluations that incorporate numerous reflection points, and a distributive leadership structure are designed to ensure that each member of our faculty is continuously supported and mentored in continuously developing his/her teaching practice. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

FIN CTE Prep students will take courses that are college-preparatory, aligned with the Common Core State Standards (“CCSS”) and Frameworks for Instructional Design, and meet UC/CSU A-G requirements. State-adopted texts will be used in all core subjects.

11. DESCRIPTION OF INSTRUCTIONAL DESIGN

FIN CTE Prep is Designed to Meet Our Students’ Needs

Rooted in this understanding of human needs and motivation, these core tenets of our instructional design/model work together to realize success for our students:

FIN CTE Prep will graduate young adults that are life-long learners, prepared for college, work ready, responsible, and culturally aware. To ensure great results, the school will open and operate using proven evidence- based school models that they employed at Green Dot Public Schools:

- **Small Schools:**

Schools of 450-600 students, with target student/teacher ratios of 21:1.

- **Career Readiness and Entrepreneurial Preparatory Curriculum:**

In partnership with labor, industry and academia a rigorous Career and Technical Education program that prepares and equips students with industry certification based upon community needs and to provide students with skills to either begin high-skilled, high-wage earning careers or continue their post-secondary education. Experiential learning program in place to increase student engagement, reinforce skills acquisition and knowledge retention.

- **Holistic Model:**

Implement a wrap-around approach to support positive youth development; academically, mentally, emotionally, socially, and physically.

- **Substantial Advocacy and Advisement:**

Each student will be assigned an Educational Advocate and a Transition Advisor.

- **Empower Principal and Teachers:**

Principals and teachers are empowered in decisions related to curriculum and school culture. Principals are viewed as school CEOs.

- **Talented and Passionate Employees:**

Educators with strong skill sets and alignment to our mission and vision lead each school. Ongoing professional development individualized to each teacher's needs.

- ***Career Mentoring:***

FIN CTE Prep staff will work to partner with adult career mentors along with supporters in students' lives outside of school (including extended family, mentors, case workers, outside counselors, probation officers, attorneys, and others), and where needed, provide additional adult supports through our own staff and outside partners, to help drive students' successful attainment of their personal goals. Through a parent/guardian education program, referrals to outside agencies and resources offered on campus, and various community events, we aim to be a comprehensive hub of each students' life where each component helps develop the whole.

- ***Teacher and Staff Professional Development and Collaboration:***

All of our faculty and staff will receive the same training on trauma-informed practices and restorative justice training supporting our students in the most effective ways, including creating a consistent environment for an increased sense of stability. This training will be the essential component that ensures a safe and equitable environment for all students. Through this training, a plan will be created with the mental health team that is proactive and preventative rather than just reactive and will permeate in many parts of the school.

- For Advisory this will be the adoption of restorative circles and a social emotional health, wellness, and mindfulness curriculum such as Legacy Mastery Academy.
- In the classroom this will be culturally responsive teaching, equity practices and relationship building.
- As a leadership team this will be a restorative justice mindset that moves beyond the behavior of a child and begins to explore the purposes behind it and solutions moving forward.
- As a counseling department this plan will mean the adoption of a data driven Multi-Tiered System of Supports (MTSS)/ Student Study Team rollout plan that helps identify struggling students and implement supports to ensure their success.
- Policies and procedures will be implemented consistently across the campus, with transparency so that students clearly understand what is expected of them and both the support and consequences when they struggle to meet those expectations. Additionally, these policies will be revisited to ensure they are providing a safe and equitable environment.
- Our energetic, passionate FIN CTE Prep staff will be supported through extensive, ongoing professional development and sufficient collaborative

planning time within their professional work schedules to reflect, problem-solve, strategize and support one another.

- ***Advisory Program and Positive School Culture:***

FIN CTE Prep will offer a comprehensive Advisory program rooted in social emotional wellness, restorative circles and social justice. The overarching goal of the Advisory program is to create strong adult-student relationships, teambuilding, develop a positive school culture, promote healthy social emotional wellness, life and study skills. The Advisor will create a strong consistent relationship with their student and will help mentor students throughout their years at the school (with the same Advisor staying with students, where possible from 9-12th grades). Each small Advisory group will serve as a “home base” and check-in point, with both a formal curriculum such as Legacy Mastery Academy rooted in establishing the following:

- Creating a positive school culture and school pride
- Social emotional wellness, mindfulness, trauma informed curriculum and peer-to-peer support with curriculum provided in collaboration with mental health providers
- Individual academic and goal check-ins with the Advisor
- Opportunities for self-expression through art, music, media etc.
- A social justice curriculum to begin exploring citizenship responsibility, diversity, equity and inclusion practice

12. KEY FEATURES OF THE EDUCATIONAL PROGRAM:

Second, we will ensure a comprehensive, accurate evaluation of each student’s needs and provide a personalized system of support to ensure each student’s well-being. Different from other educational settings we will develop individual learning plans specific to each student’s needs, interests and goals. Within these plans we will tap resources, opportunities and programs specifically aligned to student interest with a goal of expanding future educational and career goals. The evaluation system we will use combines different career interest surveys, personal self awareness surveys and academic diagnostics including MAP testing. Students with IEPs will have additional supports in place designed to tap their specific challenges and strengths. We also know that adolescents dealing with significant psycho-social issues need compassionate support to help them navigate these issues and develop self-esteem and self-care. And we know that “one-size-fits-all” will not serve this population of students effectively. Although we anticipate more unaccounted for issues will arise, the following are some examples of personalized systems of support:

- Trauma impacted youth: Diagnostic overview of wraparound therapy services needed, Professional Development on trauma informed practices for all teachers and support staff, mental health referral as needed, Advisory social emotional and mindfulness curriculum.
- One or more grade levels behind: Reading and Math intervention class within the school day, office hours support with teacher, Academic and goal setting counseling through Advisory program, after school intervention program and support.
- Students with Disabilities: Special education program with professionals that will collaborate with general education teachers to ensure accommodations are being

met and followed. Special education services will be provided in the least restrictive environment employing a Push In/ Pull Out service delivery model and other services like SAI when needed.

- Students with undiagnosed special needs: Counseling and Student Support Services team in collaboration with Director of Counseling Services regular bi-monthly meeting designed to look at various data points such as attendance, grades, behavior, etc. to select students of highest and ensure supports and interventions are in place.

To improve the well-being of students FIN CTE Prep proposes that school serves as a hub that incorporates strategies with the goal of supporting positive youth development. Similar to ‘community schools’ practice FIN CTE Prep will partner with local agencies and work collaboratively to address gaps and identify opportunities that will further FIN CTE Prep students towards their future goals. During the summer between the time a student enrolls at FIN CTE Prep and commences school, or within the first 30 days of enrollment for students who enroll mid-year, FIN CTE Prep staff will:

Conduct an intake meeting with each student and his/her parent/guardian to serve three purposes: (1) to learn more about the student including a brief discussion of the student’s history, successes and challenges to date (academic and non-school), and initial goals; (2) review FIN CTE Prep’s Student Handbook and ensure the student and parent/guardian understand and agree to FIN CTE Prep’s program and policies; and (3) identify the need for any appropriate wrap around services or supports, including referrals to agencies that will support the family.

- Review the student’s academic cumulative file and, where available, information available from social services providers (case workers, social workers, legal counsel, etc.).
- Conduct academic diagnostic assessments including NWEA MAP Benchmarks, to determine class placements, remedial needs and additional supports.
- Conduct brief psycho-social assessments including the WISC and WIAT to help identify specific student needs for counseling, behavioral support, and targeted trauma interventions.

Based on all of the foregoing, and using standardized forms and prompts prepared for this purpose a report of recommendations will be prepared and shared with the Principal and Director of Counseling and Student Support, detailing a plan for student success.

A full-time Director of Counseling and Student Support will oversee both direct services provision (social worker staff who provide student and, where feasible, family counseling; comprehensive training of all faculty and staff) and partnerships with other agencies (i.e. Operation Safe House) who will provide services on our campus or, as needed, work with our students off-campus. Additionally, The Director of Counseling and Student Support Services will hold bi-monthly Coordination of Services Team (COST) meetings with the Staff to ensure support is successful and students are progressing throughout the school year. FIN CTE Prep plans to offer both on-staff support and resources as well as partnerships with government and community-based agencies to meet our students’ diverse and myriad needs well beyond our academic program. Some examples of staff support, resources and partnerships are:

- Partnership with a mental health agency that will provide wrap around services for our students and families as well as staff training and support.
- Partnership with Legacy Mastery Curriculum for advisory program materials and staff well being trainings.
- Mindfulness and de-escalation training for staff and staff support
- Personalized Learning and Development Plan (PLDP) purpose, management, best practices, data evaluation, and collaboration

Following a comprehensive evaluation, each student will have Personalized Learning and Development Plan (PLDP)-reviewed and updated quarterly-that outlines the following:

- Current skills
- Long-range academic, personal, and professional goals for their future – a sort of personal vision statement
- Annual academic and personal goals
- Timelines and benchmarks and progress monitoring for completion of annual goals, including specific quarterly goals
- Academic support (such as IEP, English Learner services, RFEP monitoring, tutoring and other support and interventions) necessary to reach academic goals
- Additional supports and services (basic needs, medical, psycho-social, legal, etc.) necessary to reach goals

The PLDP also will include a listing of all adults meaningfully involved in the student’s care and their specific role, and list specific programs and services – both on- and off-site that are provided to meet the student’s needs. The student, his/her parents/legal guardians, school Advisor (a teacher or staff member who will be thoroughly trained), and as needed, the student’s case manager, social worker, attorney, additional relatives or mentors, all will engage in establishing the PLDP and collaboratively commit to their respective roles in helping the student achieve his/her goals.

As the year progresses, the Advisor and student track progress and adjust as necessary, with formal PLDP reviews each quarter. Students will take ownership over tracking their progress towards their goals, and will meet with their Advisory teacher regularly to discuss their growth and progress and ensure they are on track.

Specific intervention programs that may be included in the PLDP include:

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the FIN CTE Prep culture of school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a FIN CTE Prep school. Students will

engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.

- **Literacy Intervention/Enrichment (ILIT):** Literacy Intervention/Enrichment is a standards-aligned program for reading that is provided to students that test low in reading. This reading program centers around three class rotations; independent reading, computer based learning and small group instruction by the teacher. This researched based design can lead to one or more years of reading growth per academic year. Typically, this course is given to students through an elective class or during Advisory.
- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **Homework Club:** Students who are struggling with a particular class or want more support in a subject or a studious place to complete homework can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns
- **Office Hours:** Teachers hold office hours twice a week after school to provide additional support.
- **Afterschool Program:** The afterschool program will offer both academic support through tutoring with classroom teachers and university students. This tutoring hour will provide teachers the opportunity to work with a smaller group of students and give students the opportunity to have individualized support where needed. In addition to this academic support, the afterschool program will offer enrichment opportunities for our students. Using local vendors and partnering with an afterschool provider we will offer classes in art, music and physical fitness. Essentially, our plan is to reach out to our community and get local artists and musicians to work directly with our students. Using an afterschool provider like ARC or the Boys and Girls Club will free up our teachers to work with the students in their academic areas.

13. HIGH SCHOOL COURSE DESCRIPTIONS

A. ENGLISH LANGUAGE ARTS

Our curriculum incorporates the instructional practices outlined above and includes courses that meet the UC/CSU A-G requirements.

ENGLISH 9 (Core/College-Prep)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading

strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 10 (Core/College-Prep)

The English 10 course is a continuation of the literary analysis that is developed in the ninth grade. Students read a variety of texts including novels, short stories, poetry, plays and informational documents. It also introduces World Literature with an emphasis on Greek myths. Instruction focuses on reading strategies which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. Students will be able to construct essential meaning from 10th grade level text. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10th grade writing application standards and which are necessary to post-secondary college and career requirements. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 11 (Core/College-Prep)

The English 11 American Literature course is a novel-based course that, with the adoption of the common core, also has a wide selection of non-fiction texts that enrich the units and provide lenses for the novels to be viewed through. The course provides a wide range of literary texts from Puritan sermons to transcendentalist essays to landmark American novels and plays. Organized predominantly in a chronological order, the course begins with an introduction to rhetoric and then progresses through the major literary periods of American Literature.

ENGLISH 12 (Core/College-Prep)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein*, *Hamlet*, and *A Brave New World*. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

English Language Development (ELD)

The purpose of ELD courses at Future is Now is to prepare English Learners who recently arrived in the U.S. for success in English instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically

developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. In schools where there are small numbers of students needing ELD, courses will need to be combined. For instance, ELD 1A and ELD 1B, each semester-long course, is taught as a year-long ELD 1 class; instruction is differentiated to meet the needs of students at different levels of proficiency. Depending on student need, it is highly recommended that students in ELD 1 and 2 classes receive their content instruction in their primary language. ELD 3 and 4 students will benefit from English instruction with SDAIE strategies. ELD courses are not recommended for students who have been in the U.S. longer than five years (long-term English Learners), whose language and motivational needs are very different from those of relative newcomers. Each school will use the Future is Now EL Master Plan (updated in August 2015) and consult with the Director of Literacy Programs and EL Curriculum Specialist on final course offerings and placement of students.

Designated English Language Development Courses

ELD 1A (Non-Core/College-Prep)

Designed as a class for students new to the country and who score at Beginning level on the oral portion of the ELPAC. Typical ELD 1A students have had little to no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown *Into USA* materials are used to teach early intermediate levels. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers or a Language Arts in Primary Language class. Goal of the course, in combination with ELD 1A, is to lift students' listening, speaking, reading and writing skills to Beginning or Somewhat/Moderately Developed levels. This double-blocked semester-long class replaces ELA and an elective.

ELD 1 (Non-Core/College-Prep)

Prerequisites: Passage of ELD 1A end-of-course exam with 75% or better success, or a score of 100-360 lexiles on the Edge Placement Test.

Designed as a follow-on to the ELD 1A class for students new to the country and who score at Beginning level on the oral portion of the ELPAC. Hampton Brown *Edge-Fundamentals* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ELD 1A, is to lift students' listening, speaking, reading and writing skills to Beginning or Somewhat/Moderately Developed levels. This double-blocked semester-long class replaces ELA and an elective.

ELD 2A (Non-Core/College-Prep)

Prerequisites: Passage of ELD1B end-of-course exam with 75% or better success, or a score of 360-520 lexiles on the Edge Placement Test. Overall score on ELPAC is Level 2

Designed as a follow-on to the ESL 1B class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Fundamentals* materials are used to teach intermediate-level ELD standards in all four domains of language. Students enrolled in this class

continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ELD 2B, is to lift students' listening, speaking, reading and writing skills to the Somewhat/Moderately Developed level. This double-blocked semester-long class replaces ELA and an elective.

ELD 2B (Non-Core/College-Prep)

Prerequisites: Passage of LD 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on ELPAC is Level 2.

Designed as a follow-on to the ELD 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 1-3)* materials are used to teach intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, LAPL or AP Spanish class. Goal of the course, in combination with ESL 2A, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ELD 3 (Non-Core/College-Prep)

Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on ELPAC is Level 3.

Designed as a follow-on to the ELD 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level A (Units 4-6)* materials are used to teach intermediate-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes, as well as Spanish for Spanish-. Goal of the course is to lift students' listening, speaking, reading and writing skills to the Somewhat/Moderately Developed level. This double-blocked semester-long class, in combination with ESL 4, counts as a (b) ELA class.

ELD 4 (Non-Core/College-Prep)

Prerequisites: Passage of ELD 3 end-of-course exam with 75% or better success, or a score of 840-1065 lexiles on the Edge Placement Test. Overall score on ELPAC once developed by the state is Level 4.

Designed as a follow-on to the ELD 3 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Edge-Level B* materials are used to teach advanced-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes. Goal of the course is to lift students' listening, speaking, reading and writing skills to Well Developed levels. This double-blocked semester-long class, in combination with ESL 3, counts as a (b) ELA class.

LANGUAGE ARTS IN PRIMARY LANGUAGE (LAPL) (Non-Core/College-Prep)

Students needing LAPL are those who have had limited or formal schooling in their home countries and show extremely limited reading and writing skills.

Literacy skills in the language of the home are cultivated to support learning literacy in a second language, as well as to succeed in Spanish for Spanish speakers classes. Spanish literacy materials are used in conjunction with ELA Language Arts standards to develop academic

listening, speaking, reading and writing skills in the home language. The class typically has only a few students and must be taught in a differentiated way; students are encouraged to remain in the course until their Spanish literacy skills are strong enough to benefit from instruction in a Spanish for Spanish Speakers class.

B. MATHEMATICS

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015. The Mathematics curriculum is aligned to the California Common Core State Standards.

ALGEBRA 1 (Core/College-Prep)

Algebra I is a first-year algebra course for students at a variety of ability and grade levels. For the Algebra I course, instructional time should focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades.

MATH CONCEPTS (Core/College-Prep)

This course combines algebraic, geometric, and statistical techniques necessary to strengthen students' conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on Algebra, Geometry, and Probability and Statistics standards. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing main textbook and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher-level mathematics courses.

GEOMETRY (Core/College-Prep)

The Geometry course promotes the Standards of Mathematical Practice throughout the lessons and incorporates the van Hiele model of geometric thought, a theory that describes how students learn geometry. The course builds student knowledge on pre-existing number fluency and basic algebra skills such as equation solving. For the Geometry course, instructional time should focus on six critical areas:

(1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

ALGEBRA 2 (Core/College-Prep)

Our Algebra II course continues to develop an understanding of function as an object and will use functions to model phenomena verbally, numerically, graphically, and symbolically while understanding the relationship between the representations and the limitations of each

representation. Students will develop fluency in writing, interpreting, and translating between various forms of functions; they will use multiple strategies to solve real-world problems. For the Algebra II course, instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

PRE-CALCULUS (Core/College-Prep)

This course is a preparatory course for calculus. The discipline will include the following topics: vectors, matrices, relations, functions graphs, trigonometric and parametric functions, polar coordinates and complex numbers, conics, exponential and logarithmic functions, discrete mathematics and limits. The curriculum is based on the Common Core State Standards in Mathematics. The pedagogical approach will incorporate lecture, discovery, and investigation exercises, along with mathematical readings to supplement the textbook.

STATISTICS (Core/College-Prep)

Statistics covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course. The curriculum is based on the Common Core State Standards in Mathematics.

CALCULUS A/B – 4050 (Core/College-Prep)

Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi- representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts.

AP CALCULUS (Core/College-Prep)

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi- representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to

reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts. This course prepares students for the AP Calculus AB Exam.

C. SCIENCE

The course pathway begins with 9th grade Physics to give the students a foundation in science then students transition to 10th grade Biology and 11th grade Chemistry. Students finish their high school science experience with 12th grade Anatomy/Physiology, or AP Environmental Science. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards and the Common Core Literacy Standards for Science and Technical Subjects.

PHYSICS (Core/College-Prep)

This course serves as an introduction to the foundations of physics. In physics, students will develop an understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. The course will provide students with a physics background in order to help them solve real-world problems and will develop in students a deep desire to learn about physical sciences.

The physics course begins with a study of velocity, acceleration, and Newtonian mechanics. Next, students learn about momentum and impulse, energy, and thermodynamics. The course ends with units on electricity & magnetism and waves. Coursework incorporates math and writing skills.

BIOLOGY (Core/College-Prep)

The course is designed to give students an overview of the major concepts and theories governing the life sciences through a scientific inquiry approach that incorporates common core literacy skills. Multiple opportunities are provided to develop content knowledge in biology through readings, videos, discussions, assignments, and other interactive experiences. Students learn biology concepts in an inquiry-based learning environment where they use the basic science strategies to pose questions, hypothesis formulations, to analyze, evaluate, communicate findings and search for answers. Students improve their skills in science while adding new critical thinking, life and work skills.

The main content areas of focus are: physiology, cell biology, genetics, evolution, and ecology. In physiology, students study organisms at the organ/system level, focusing on how the main body systems maintain homeostasis for optimal functioning of the body. In cell biology, students analyze the nature of the relationships between structures and functions in living cells, explaining

the role of cell organelles and biomolecules; they learn energy transformation processes of cells in photosynthesis and respiration. In genetics, students learn how organisms grow and reproduce passing genetic information to their offspring. Evolution builds on the understanding that inheritance of genetic matter preserves the complexity and diversity of life; the diversity leads to evolution that edits the variations best suited to organism environment. Finally in ecology, interdependence of organisms to meet their energy needs is examined.

CHEMISTRY (Core/College-Prep)

The course is designed to be a laboratory-based course in chemistry that will provide adequate preparation for entry into a college level chemistry class. The course is designed to help students think like scientists through a scientific inquiry approach that incorporates common core literacy skills. The laboratory skills developed will be critical to success in a college level class. The students will be expected to not only understand key concepts, but to apply, analyze, and synthesize these concepts. The class will cover the nature of chemistry as a science, and experimental methods. The strands that will be covered are: Atomic Theory, Theory of the Periodic Table, Theories of Chemical Bonding, Stoichiometry, Gas Laws, Theories of Equilibrium, Energy Theories, and organic chemistry. Students will be involved in a number of different learning approaches, such as reading various scientific texts, virtual labs, writing projects, laboratory sessions, alternative group work and applications of mathematics and problem solving. The students add greater depth and understanding to familiar concepts, such as atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases, solutions, chemical thermodynamics, acids, bases, reaction rates, chemical equilibrium, organic chemistry, biochemistry and nuclear processes.

ANATOMY AND PHYSIOLOGY (Core/College-Prep)

The Human Anatomy and Physiology course is designed as an upper-level science course to provide an introduction to the inner workings of the human body. The course sequence aims to explore all eleven systems that comprise the human body by emphasizing physiological mechanisms and a thorough understanding of how anatomical structure fits function to provide an integrated view of the human body and how these systems work together to promote homeostasis. Through classroom discussions, text readings, case study analysis, laboratory exercises, student research of health issues, students will gain an understanding and appreciation of the inner workings of the human body.

The Human Anatomy and Physiology course begins with an introduction to the course with a study of the organization of the body, body tissues, and levels of organization. The course continues with an exploration of the eleven body systems beginning with integumentary. Students then learn about the skeletal, muscular and reproductive systems to finish the first semester. Second semester begins with an investigation of the workings of the nervous system. The circulatory and respiratory systems follow. The course ends with a study of the immune, digestive, and excretory systems.

AP ENVIRONMENTAL SCIENCE (Core/College-Prep)

The Advanced Placement Environmental Science (APES) course is designed to be the equivalent of an introductory college course in environmental science. APES is considered an

interdisciplinary course; topics from many different sciences such as geology, biology, chemistry, and geography are investigated to gain an understanding of the system we call Earth. This course focuses on science as a process in which scientific principles; concepts and methodologies provide a framework to understand the ever- changing complex relationships on our planet.

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connections between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability.

- Students will learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.
- Students will be able to identify and analyze environmental problems both natural and human- made.
- Students will be able to evaluate the relative risks associated with environmental problems.
- Students will be able to examine alternative solutions for resolving or preventing environmental problems.
- Students will be prepared to take and pass the AP Exam.

D. HISTORY/SOCIAL SCIENCE

The History-Social Science curriculum is a well-balanced rigorous program based on the California History- Social Science Framework to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences. This program provides both breadth and depth of exploration in the subject area, developing writing, research and analytical skills. Exploration of the history and the social sciences offer students opportunities to learn about the world and their place in it.

HISTORY OF THE AMERICAS (Core/College-Prep)

In this course students study the major turning points that shaped the Americas, from North America to South America beginning from the pre-colonial societies through the present, including the colonization and the emergence of independence movements. They will develop an understanding of cultural, political, social and economic continuities and change in modern day Latin America through a historical context. Students will consider multiple accounts in order to understand the complexity of perspective and develop critical thinking. The History Standards will be applied in conjunction with 10th grade California State Standards.

WORLD HISTORY (Core/College-Prep)

Modern World History highlights the major events in world history beginning with the French and American Revolutions. Students analyze the philosophical roots of today's political systems, the causes and effects of major political revolutions, the Industrial Revolution, both waves of Imperialism, the historical pretext to both World Wars, the aftermath of both World Wars, and major developments in the post-WWII era. Students analyze historical events through multiple perspectives with emphasis on interpreting primary documents.

US HISTORY (Core/College-Prep)

This class will establish a fundamental comprehension of United States History. Each student will be able to develop individual and social intelligence, prepare for responsible citizenship, increase comprehension of global interrelationships, and foster an understanding of the vital connections among the past, present, and future. The purpose of U.S. History and Geography: Continuity and Change in the 20th Century is three-fold: Students will comprehend, analyze and evaluate the major themes, conflicts, and changes in American history with an emphasis on the 20th century. The content is derived from the California State Standards; Students will further develop their historical skills including geography, chronology analysis of primary sources, historiography, perspective and bias; Students will also be given the opportunity to improve writing, presentation (both oral and visual), and critical thinking skills through the assignments of the course.

US GOVERNMENT (Core/College-Prep)

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. By examining the legislative, executive, and judicial branches they will gain an insight at how government affects their own life. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students.

ETHNIC STUDIES (Core/College-Prep)

This is a year-long course that is designed to teach students about different ethnic and cultural groups in the United States. Students will learn about the history, culture, contributions of some of the major ethnic groups in the United States. They will study in depth the national origins of the various ethnic groups, the reasons these groups immigrated to the United States, and the barriers they have had to overcome. They will also examine the opportunities and contributions these groups have made, as well as the current status of these groups in American society. The goal of this class is to provide students with a better understanding of diversity in American culture and society, and to prepare them to contribute in a culturally diverse world. .Ethnic Studies is designed to give students an introduction to various cultural issues. Students will learn about the history of US communities, social theory about social environments, policy analysis, and social inequality. Ethnic Studies is a combination of literature, art, history, economics, government, sociology, and philosophy and the course is designed to explain how societies work. The students will look at cultural issues that negatively impact communities: violence, gangs, the drug trade, poverty. Students will understand how the design and history of a community shapes its future. Students will learn how immigration can transform a community and make it a more diverse and colorful place to live. Students will analyze environmental issues, such as pollution, recycling and conservation and also explore diverse cultures, fashion, art, poetry, music, and film.

E. WORLD LANGUAGES

The World Languages courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students communicate in a language other than English, gain knowledge and understanding of other cultures, connect with other disciplines, acquire information through a language other than English, compare differences between the languages and cultures of the students' native language and the target language, and participate in multilingual communities at home and around the world.

SPANISH 1 NON-NATIVE (Non-Core/College-Prep)

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be placed on four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. First is to give the students the ability to carry on a simple conversation, and secondly to introduce the students to the cultural richness and diversity of the Spanish-speaking world.

SPANISH 2 NON-NATIVE (Non-Core/College-Prep)

The Spanish 2 course is an intermediate Spanish course with an aim to develop students skills in all aspects of the Spanish language. Students will improve intermediate skills in reading, writing, listening, and speaking the Spanish language. Important emphasis is placed on communicative skills and oral communication via the development of vocabulary and expressions. These communicative lessons also provide a context from which the students continue a cultural study of the Spanish-speaking world.

SPANISH 3 NON-NATIVE (Non-Core/College-Prep)

Spanish 3 is an integrated approach to language learning. From the introduction of new material, through reinforcement, evaluation, and review, the presentations, exercises and activities are designed to span all four language skills. Another characteristic of Spanish 3 is that students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture.

SPANISH 1 NATIVE (Non-Core/College-Prep)

Native speakers of Spanish will develop and improve reading, writing and grammar skills in their native language while learning to appreciate the depth and diversity of the Spanish culture both in the United States and in Latin America. Special attention will be given to spelling accents, grammar and vocabulary of standard Spanish.

SPANISH 2 NATIVE (Non-Core/College-Prep)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding anglicisms and improper Spanish. Special attention will also be given the reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

SPANISH 3 NATIVE (Non-Core/College-Prep)

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures.

Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism and improper Spanish. Special attention will also be given the reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

AP SPANISH LANGUAGE (Non-Core/College-Prep)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*¹ (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. The demanding AP Spanish Language course is equivalent to a college course by providing opportunities for students to demonstrate their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century which are foundational to the AP Spanish Language and Culture course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students will be exposed to authentic cultural resources with the goal of providing a

comprehensive learning experience covering the cultures that comprise the Spanish-speaking world.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. *This description is taken from the CollegeBoard course description for AP Spanish Language.*¹²

F. VISUAL AND PERFORMING ARTS

The visual and performing arts curriculum is a balanced and rigorous program based on California Visual and Performing Arts Content Standards. Courses will be offered based on student interest. The options include:

DIGITAL ARTS AND DESIGN (Non-Core/College-Prep)

Digital Design is a standards-based, project-driven course that focuses on utilizing computer applications to execute performance-based and design-oriented assessments. Each unit will include aspects of other disciplines in order to utilize a student's prior knowledge and understanding of multiple subjects. The course will be student-centered with students working as groups in order to collaborate, problem-solve and assess each other's work. Students will learn a variety of advanced computer applications including photo editing and manipulation, vector-based drawing, page layout, website design, and video editing programs. This course will primarily assess student's mastery of the selected software, project planning abilities, and understanding of selected visual arts standards.

DRAMA (Non-Core/College-Prep)

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time- management skills, meet deadlines, and learn the professional standards required in the world of theatre. *Taken from the Visual and Performing Arts Standards and Frameworks Guide.*

¹² Refers to College Board Course Descriptions:
<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

DRAWING AND PAINTING (Non-Core/College-Prep)

Students will further their ability and understanding of 2-D art. The first quarter is dedicated to the principles of design by completing a variety of drawing projects. Students will develop a strong sense of design through decision-making and problem-solving projects that may include media such as, graphite, oil pastel, colored pencil, chalk pastel, and charcoal. The second quarter is devoted to developing painting skills and techniques using acrylic paints. Students will explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied are, landscapes, still-life, the figure and abstraction.

MUSIC APPRECIATION (Non-Core/College-Prep)

Music Appreciation offering students (with or without music experience) a fundamental knowledge of music history and theory from the Ancient, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century, and Contemporary eras. Students learn to value music in a variety of genres, styles, eras, languages, and cultures. Students also get a small amount of experience playing instruments such as drums, recorders, keyboards, and guitars.

- Read, notate, listen to, analyze, and describe music using appropriate music vocabulary.
- Compose simple, short musical examples and perform them on instruments.
- Identify and study the historical eras and development of Western music.
- Critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human response.
- Connect and apply what is learned in music to other disciplines, such as history, literature, and science/mathematics.

MUSIC INDUSTRY STUDIES A (Non-Core/College-Prep)

The purpose of this course is to provide students a framework in understanding the complexities of the music industry and its components of music production, music promotion, management, and music technology/audio engineering. Through this framework, students will gain core knowledge which will allow them to think critically and reflectively about the roles within the music industry and their possible place within it.

After providing foundational information on each component within the course, students will be engaged in project-based assessment that provides accurate and realistic simulations of the roles music industry professionals deal with on a daily basis. Students will work through these simulations and will note their growth and ability to problem solve and reflect through the use of unit portfolios. Students will be responsible for the creation of cumulative artifacts that represent their total learning within each component.

VISUAL ART (Non-Core/College-Prep)

The purpose of this course is to introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the

elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes, students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.

CTE COURSES

Foundations of Environmental Science and Energy Resources (9th Grade)

- Description: Introduces students to fundamental environmental science concepts, focusing on natural and human-influenced energy resources.
- Standards Covered: A1.0 - A2.0.
- Key Topics:
 - Classification of energy resources (renewable vs. nonrenewable).
 - Exploration of the environmental impacts of energy sources.
 - Introduction to climate systems, greenhouse gases, and climate change.
- Skills: Data analysis, environmental assessment basics.
- Career Connections: Environmental Technician, Climate Scientist.

Electricity Basics and Energy Systems (9th-10th Grade)

- Descriptio*: Covers introductory electrical concepts, DC circuit fundamentals, and the basics of energy systems.
- Standards Covered: B1.0, B1.4.
- Key Topics:
 - Basic electrical principles (voltage, current, resistance).
 - Introduction to energy production, transmission, and distribution.
 - Overview of renewable energy systems (solar, wind).
- Skill: Circuit construction, basic troubleshooting.
- Career Connections: Electrician, Energy Distribution Technician.

Environmental Impact and Resource Management (10th Grade)

- Description: Focuses on resource management, pollution control, and waste management's role in environmental sustainability.
- Standards Covered: A3.0 - A5.0.
- Key Topics:
 - Pollution sources and impacts on ecosystems.
 - Waste management processes and recycling strategies.
 - Effects of resource depletion and habitat conservation.
- Skills: Environmental impact assessment, waste management planning.
- Career Connections: Environmental Health Officer, Waste Management Technician.

Electric Power Systems and Energy Efficiency (10th-11th Grade)

- Description: Provides foundational electrician training with a focus on power systems and energy efficiency, applicable across industries.
- Standards Covered: B4.0, B7.0.
- Key Topics:
 - Components and operations of nonnuclear power generation.
 - Electrical transmission and distribution networks.
 - Tools and techniques for measuring power efficiency.
- Skills: Power analysis, hands-on electrical work, energy audit basics.
- Career Connections: Electrician, Energy Efficiency Specialist.

Advanced Environmental Engineering and Water Management (11th Grade)

- Description: Explores water treatment, flow management, and environmental engineering principles related to energy use and sustainability.
- Standards Covered: A9.0 - A10.0.
- Key Topics:
 - Wastewater treatment processes and pollution control.
 - Engineering principles for stormwater and watershed management.
 - Role of energy in water collection, treatment, and reuse.
- Skills: Systems design, watershed analysis, project planning.
- Career Connection: Environmental Engineer, Water Systems Specialist.

Renewable Energy Systems and Electrician Apprenticeship (12th Grade)

- Description: Prepares students for careers in renewable energy with practical electrician training, focusing on solar, wind, and other renewable energy installations.
- Standards Covered: A8.0, A11.0, B6.0.
- Key Topics:
 - Renewable energy installations (e.g., solar heating, wind turbines).
 - Electrical systems design for energy efficiency.
 - Electrician training for safe installation of energy systems.
- Skills: System installation, safety compliance, hands-on application.
- Career Connections: Renewable Energy Technician, Electrician’s Apprentice.

CURRICULUM AND INSTRUCTIONAL MATERIALS

The following texts and online curricula will form the primary basis of learning for each course; the needs of the school will be evaluated each year and textbooks, curriculum and other instructional materials may be adjusted based on an assessment of student needs and/or the success of the programs.

TEXTBOOKS

<p>ELA</p>	<ul style="list-style-type: none"> ● My Perspectives ● Recommended Grade-level Novels (e.g., <i>House on Mango Street</i>, <i>Romeo & Juliet</i>, <i>Macbeth</i>, <i>Night</i>, <i>A Raisin in the Sun</i>, <i>The Great Gatsby</i>, <i>Brave New World</i>, <i>Hamlet</i>) ● Literature & Composition (Bedford/St. Martins)
<p>Math</p>	<ul style="list-style-type: none"> ● Algebra 1 Pearson ● Algebra 2 Pearson ● Geometry Pearson ● Pearson Pre-Calculus ● Pearson Pre-Calculus: Graphs and Models ● SRA Numbers World – Level J ● Algebra and Trigonometry (Coburn) ● Pearson Trigonometry ● Calculus: Early Transcendental Functions – AP (Pearson) ● Calculus: Late Transcendental Functions (Pearson) ● Calculus: Concepts and Connections (Pearson) ● Single Variable Calculus (W.H. Freeman) ● Calculus, AP Edition, 9th Edition, Larson/Edwards ● Calculus, 7th Edition, Larson/Hostetler/Edwards
<p>Science</p>	<ul style="list-style-type: none"> ● Miller and Levine Biology: Pearson ● Environmental Science: Pearson ● Physical Science: Pearson ● Chemistry: Pearson ● Physics: Pearson ● Campbell Biology (AP): Pearson ● Essential Anatomy and Physiology: Pearson ● Environment: The Science Behind the Stories AP: Pearson ● Chemistry the Central Science AP: Pearson

<p>History</p>	<ul style="list-style-type: none"> ● World History: Pearson ● United States History: Pearson ● Magruder’s American Government: Pearson ● Economics: Pearson
<p>Spanish</p>	<ul style="list-style-type: none"> ● Sendas 1 Pearson ● Sendas 2 Pearson ● Realidades 1 Pearson ● Realidades 2 Pearson ● Realidades 3 Pearson ● Momentos cumbres de literaturas hispanicas: Introduccion al analisis literaria Pearson ● Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination Pearson ● Abriendo Paso: Lectura ● AP Spanish: Preparing for the Language Examination Pearson ● Temas AP Spanish Language and Culture
<p>CTE</p>	<ul style="list-style-type: none"> - Environmental Science: Toward a Sustainable Future by Wright and Boorse – Offers comprehensive coverage of environmental topics aligned with high school standards. - Environmental Science for A* by Friedland and Relyea – Although AP-focused, the content depth is ideal for project-based learning with real-world applications. - Online Resources: <ul style="list-style-type: none"> - PBS Learning Media – Free videos, lesson plans, and interactive activities on topics like climate systems and energy sources. - NASA’s Climate Kids – A great starting point for younger students with engaging resources on climate and environmental impacts. - US Department of Energy: Energy Literacy Framework – Provides lessons, activities, and concepts to build understanding of the science and impacts of energy use. - Hands-On Kits:

- Green Science Kits (e.g., Solar Science, Wind Power) – Kits for constructing small renewable energy projects, ideal for introductory hands-on learning in sustainable energy.

2. Electricity Basics and Energy Systems

- Textbooks and Curriculum:

- Principles of Electricity & Electronics for CTE* by Career Solutions Publishing – Covers fundamentals of electricity, essential safety practices, and basic circuits.

- ITEEA's *STEM by Design – Offers project-based modules focusing on electricity and circuitry for high school students.

- Online Resources:

- Learn by Doing: DC Circuits (ITEEA) – This module-based course covers electrical theory, Ohm's Law, and basic circuits through interactive simulations.

- Electricity 101 by Energy.gov – Simplified explanations and resources on the basics of electrical energy, transmission, and safety.

- Hands-On Kits:

- Snap Circuits Pro – A versatile kit for building and understanding DC circuits, resistance, and components, ideal for early electrical training.

- Circuit Scribe Basic Kit – A conductive ink pen set that allows students to draw and test circuits, perfect for creative and practical circuit-building.

3. Environmental Impact and Resource Management

- Textbooks and Curriculum:

- Ecology and Environmental Science in Today's World* by Susan G. Wynn – Provides relevant case studies on pollution, resource management, and conservation.

- Online Resources:

- EPA's EnviroAtlas – An interactive tool from the Environmental Protection Agency for exploring the relationships between ecosystems, pollution, and human health.

- Project WET – Focuses on water education with lessons on conservation, pollution, and management suitable for classroom activities.

- Hands-On Activities:

- Soil Erosion Simulation Kits – Various kits that model erosion processes and pollution's impact on habitats, which can be linked to the standards on land management and conservation.

4. Electric Power Systems and Energy Efficiency

- Textbooks and Curriculum:

- Electrical Wiring Residential by Mullin and Simmons – A foundational textbook for understanding residential power systems, codes, and safe installation practices.

- National Electrical Code (NEC) Handbook by NFPA – The standard guide to electrical installations and safety, critical for any student pursuing electrician skills.
 - Online Resources:
 - NFPA Free Resources for Students – The National Fire Protection Association offers guides and training materials on electrical safety and code basics.
 - Energy Star: Energy Efficiency for Kids – Provides resources and activities for understanding energy efficiency, audits, and green technology.
 - Hands-On Kits:
 - Kill A Watt Energy Usage Monitors – Students can measure and analyze energy usage in common devices as part of energy efficiency and audit activities
 - Home Wiring Kits – Ideal for learning safe wiring practices, circuit connections, and troubleshooting for residential power systems.
5. Advanced Environmental Engineering and Water Management
- Textbooks and Curriculum:
 - Water Quality and Pollution Control Handbook by Springer – An industry-focused resource with accessible sections for high school students on wastewater treatment and management.
 - Environmental Engineering Science by William W. Nazaroff – A more advanced resource with sections that align with wastewater and environmental engineering topics.
 - Online Resources:
 - California Water Boards' Educational Materials – Lesson plans and resources on water management, conservation, and pollution prevention.
 - The Water Project – Provides curriculum and resources on water cycle, distribution, and the global water crisis.
 - Hands-On Kits:
 - Environmental Science Labs (e.g., Water Quality Test Kits) – Test kits for analyzing water samples, pollutants, and pH levels, applicable for field activities and lab work.
6. Renewable Energy Systems and Electrician Apprenticeship
- Textbooks and Curriculum:
 - Introduction to Renewable Energy by Vaughn Nelson – Covers solar, wind, geothermal, and other energy sources with practical applications.
 - National Center for Construction Education and Research (NCCER) Electrical Program – Comprehensive training modules that meet entry-level electrician skills for high school students.
 - Online Resources:
 - IREC's Clean Energy Training Directory – Access to videos, modules, and certification paths for solar and other renewable energy systems.

	<ul style="list-style-type: none"> - Solar Energy International (SEI) – Training modules on solar design and installation, geared toward beginners with an option for certifications. - Hands-On Kits: <ul style="list-style-type: none"> - Solar Energy Lab Kits – Students can design and install basic solar water heaters and energy-efficient systems as capstone projects. - Wind Turbine Kits** – For designing and testing wind energy applications, an excellent hands-on way to introduce renewable energy and installation techniques.
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14. COMPREHENSIVE COURSE LISTS

	Full A-G HS Diploma	Foster/Homeless Youth HS Diploma (AB216/AB1806)	
	<i>Total Credits 210</i>	<i>Total Credits 130</i>	
<p>All core content area (Eng, Math, Sciences, and Social sciences) courses will meet A-G eligibility</p>	<p>English 40 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> English/Ethnic Studies 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> English 11 AB <input type="checkbox"/> English 12 AB 	<p>English 30 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 9AB/Ethnic Studies <input type="checkbox"/> English 10AB <input type="checkbox"/> English Composition <input type="checkbox"/> American Literature 	
	<p>Math 30 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I AB <input type="checkbox"/> Algebra II AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> PreCalculus <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> Statistics AB 	<p>Math 20 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I AB <input type="checkbox"/> Algebra II AB 	
	<p>Social Science 30 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> History of Americas AB <input type="checkbox"/> World History AB 	<p>Social Science 30 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> World History AB <input type="checkbox"/> US History AB <input type="checkbox"/> US Government <input type="checkbox"/> Economics 	
			<p>Sciences 20 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology AB

<ul style="list-style-type: none"> <input type="checkbox"/> US History AB <input type="checkbox"/> US Government <input type="checkbox"/> Economics <p>Sciences 20 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Physics AB <input type="checkbox"/> AP Environmental Science AB <input type="checkbox"/> Anatomy/Physiology AB <p>Foreign Language 20 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish 1 AB <input type="checkbox"/> Spanish 2 AB <p>Visual and Performing Arts 10 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital Imaging AB <input type="checkbox"/> Drawing and Painting <input type="checkbox"/> Drama <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Music Industry Studies <input type="checkbox"/> Visual Art <p>Personal/ Career Development 10 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success seminar <p>Electives 40 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> CTE Courses (see list) <input type="checkbox"/> Advanced courses within A-G areas including dual enrollment 	<ul style="list-style-type: none"> <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Physics AB <p>Arts/Career Development/Foreign Language 30 Credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish 1AB <input type="checkbox"/> Spanish 2AB <input type="checkbox"/> Success Seminar <input type="checkbox"/> CTE Courses <ul style="list-style-type: none"> <input type="checkbox"/> Foundations of Environmental Science and Energy Resources (9th Grade) <input type="checkbox"/> Electricity Basics and Energy Systems (9th-10th Grade) <input type="checkbox"/> Environmental Impact and Resource Management (10th Grade) <input type="checkbox"/> Electric Power Systems and Energy Efficiency (10th-11th Grade) <input type="checkbox"/> Advanced Environmental Engineering and Water Management (11th Grade) <input type="checkbox"/> Renewable Energy Systems and Electrician Apprenticeship (12th Grade) <ul style="list-style-type: none"> <input type="checkbox"/> Digital Imaging AB <input type="checkbox"/> Drawing and Painting <input type="checkbox"/> Drama <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Music Industry Studies <input type="checkbox"/> Visual Art
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FIN CTE Prep will offer a rigorous, college-and career-preparatory academic program that prepares students to succeed after high school.

Rooted in our friends at Green Dot Public School’s proven model for educating underserved adolescents across some of L.A. County’s most high-need communities, our instructional program will include a rigorous, college-preparatory (A-G) program along with an engaging Career Technical Education (CTE) program to ensure students graduate from FIN CTE Prep well-prepared for their next steps and achievement of long-term goals. Future is Now will strive to attain high graduation rates, with an emphasis on long-range college and career planning. The master schedule will offer elective courses across the high school that support core content development (i.e., Algebra 1), and challenge (including AP & dual enrollment courses) for those students who excel. Courses will be structured to build students’ key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. In an effort to ensure the Advanced Placement program gives all students the opportunity to graduate with A-G status FIN CTE Prep will develop an instructional program that meets the needs of students below grade level, at grade level, and above grade level.

- For students who fall below grade FIN CTE Prep will provide credit recovery options either within the Master Schedule or as an online alternative through Cyber High that will serve as an opportunity for students to make up Fs to work towards A-G classification.
- For students above grade level enrichment opportunities will be provided through Advanced Placement courses, Dual enrollment with local community colleges and ASU Universal Learner program and summer enrichment opportunities, and internships.

Research-based Instructional Frameworks

An emphasis on research-based instructional frameworks will be a main focus to ensure all students have access to rigorous and cognitively engaging instruction. This may include the following:

- Data-driven unit planning that includes backwards design.
- Common core standards alignment that include three-part objective expectation that is communicated to students.
- Checking for understanding and progress monitoring opportunities throughout the lesson to ensure data is used to drive instruction
- Clear structures for reteaching and learning, using multiple modes of mastery
- Creating learning structures rooted in ensuring the cognitive load is on the student through active learning, differentiated instruction, inquiry-based lessons, and collaborative groups.
- Differentiation for subgroups such as English Learners and Student with Disabilities that include sheltered instruction, graphic organizers, visuals, and other support as needed.
- Interdisciplinary, project based learning when appropriate and consistent with course standards and student interest.

Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. FIN CTE Prep will use books in staff development including: 101 Active Learning Strategies (Mel Silberman, 1996), Teaching With The Brain In Mind (Eric Jensen, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, 2012), Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) Where is the Teacher; 12 Shifts to a Student Centered Environment (Kyle Wagner, 2024) among many others. This research will allow FIN CTE Prep teachers to learn from successful models and begin implementing strategies in their classroom.

Students will be grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Based on Doug Lemov's Teach Like a Champion, FIN CTE Prep will adopt instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **No Opt Out:** A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- **Right Is Right:** Set and defend a high standard of correctness in your classroom.
- **Stretch It:** The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
- **Format Matters:** It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
- **Cold Call:** In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
- **Wait Time:** Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes:** Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- **Do Now:** Students are both productive during every minute and ready for instruction as soon as you start.
- **SLANT:** Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker.

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with Common Core State Standards, and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed Common Core standards and CA State standards.

The instructional model also is derived from the following continuum of research-based practices:

- **Planning and Preparation:** Based on Essential Elements of Effective Instruction by Madeline Hunter.
Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning:** Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
 - The emphasis of Understanding by Design (“UbD”) is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment.
 - Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Techniques:** Based on Teach Like a Champion by Doug Lemov.
 - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
- **Classroom Environment:** Based on “Safe and Civil Schools” by Randy Sprick.
 - Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program administrators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy**
 - Future is Now Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Future is Now’s Education team will analyze the works of experts in the education field including Pedro Noguera, Professor of Education at UCLA, Cecilia Rios,-Aguilar, Director of the HERI Institute at UCLA, Antonia Darder, Professor of Education at Loyola Marymount University, Gloria Ladson-Billings, Professor of Urban Education at the University of Wisconsin, Geneva Gay, Professor of Education, University of Washington-Seattle, Sonia Nieto – Professor Emerita of Language, Literature & Culture, University of Massachusetts, Jacqueline Jordan-Irvine, Professor of Urban Education, Emory University, Tyrone Howard – Professor of Urban Education, UCLA , and Marleen Wong- Professor of Social Work at USC to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices.

- **Technology Integration in Academic Program**
 - Technology including the use of AI will be widely used to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. As such, each student will be given a Chromebook with the goal of a 1:1 technology ratio. It is also used as a critical tool for gathering data for school management. Courses will often include web-based research projects and assignments; technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and a web-based student information and school management system, such as PowerSchool will be implemented. Additionally, an online learning management system will be adopted such as Schoology, or Echo to ensure technology learning management continues when students are off campus.
 - Adopting the LAUSD policy, the use of personal cell phones during the school day will not be allowed. We recognize the current research and believe that minimizing access to social media threads and messaging via personal devices would negatively impact our goals and the culture we wish to build. Therefore from day one such devices will not be allowed out during the school day and we will provide clear explanations to families as to why.

- **Portfolio Based System**
 - Using Mastery Transcript Consortium students will develop portfolios aligned to the school competency criteria. Students will submit evidence every term and ultimately have a portfolio that highlights their skills and achievements that can be used for future employment and as part of university applications.
 - Students will be assessed based on mastery of the core standards. We will use a four point scale to mark student work with clear rubrics identifying skills achieved and areas for improvement. Having a consistent marking system across the site that is aligned to industry standards as well will support student achievement.

17. STUDENT DEVELOPMENT OF TECHNOLOGY RELATED PROGRAMS

To prepare students for the computer-based state standardized assessments and 21st century learning, teachers will integrate key technology skills into their curriculum. Some examples of technology integration include but are not limited to; online research, digital presentations, and interactive whiteboards. Students will also be taught how to use effective AI tools to support their learning and review of material. The goal of this integration is to promote technology literacy and access to computer-based lessons and activities.

Through a personalized education program for each student, tiered and myriad strategies for academic support, extended learning time and an alternating block schedule (allowing for more differentiation and intervention within each class session), culturally relevant pedagogy, data-driven instruction facilitated with educational technology, and time and support for faculty to participate in comprehensive professional development and collaborative planning time with each other and non-instructional staff, FIN CTE Prep will relentlessly pursue success for each student, one student at a time. Learning how to safely use AI will be a critical component of the academic program for both teachers and students. Ultimately AI can serve as a virtual tutor for students helping to individualize support needed and leverage quicker feedback loops aligned to set criteria. Additionally, FIN plans

to deep dive into technology integration planning and support through a technology professional development unit that will include the following:

- Quarter 1: Navigating technology systems, integrating student training and support with AI, and online data safety training for staff and students.
- Quarter 2: Technology integration into curriculum including online research and digital presentations
- Quarter 3: Technology assessments and data driven instruction
- Quarter 4: Ensuring collective participation and rigorous instruction through technology

FIN CTE Prep is committed to offer a bridge program to success in adult life centered around key skills that are rarely covered in traditional educational programs. This includes skills teaching students basic skills of “adulting,” from applying for jobs and appropriate workplace behavior to renting a home, navigating transportation options, banking and more. Comprehensive college and career counseling will be led by trained full-time staff at a ratio of 250:1, including test prep and college application and financial aid assistance. Frequent field trips will be made to diverse college campuses (community college, CSU, UC and private schools), with connections to other vulnerable youth who have successfully navigated that transition. Additionally all students will be required to participate in a College and Career exploration elective using the College Board Big Future curriculum that will cover topics such as: skills exploration, college and career research, resume, cover letter writing, interview skills and practice, financial aid application, and college application submission.

Finally, an array of visual and performing arts, sports, physical education/activities and lessons in cooking, mindfulness and other enriching experiences will help students discover appropriate outlets that fuel their passions and help motivate them to succeed. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the School Advisory Committee will all give students internal leadership experience. External experience will be available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Additionally, FIN will work in partnership with IBEW and other labor unions to create mentoring and other volunteer opportunities for their members working with our students.

18. GRADUATION REQUIREMENTS

	Full A-G HS Diploma Path Total Credits 210	Foster/Homeless Youth CA HS Diploma Path (AB216/AB1806) Total Credits 130
Pathways	<input type="checkbox"/> English – 40 Credits	<input type="checkbox"/> English – 30 Credits

towards a High School Diploma	<input type="checkbox"/> Math - 30 Credits <input type="checkbox"/> Social Science- 30 Credits <input type="checkbox"/> Sciences - 20 Credits <input type="checkbox"/> Foreign Language - 20 Credits <input type="checkbox"/> Visual and Performing - 10 Credits <input type="checkbox"/> Electives - 60 Credits	<input type="checkbox"/> Math - 20 Credits <input type="checkbox"/> Social Science- 30 Credits <input type="checkbox"/> Sciences - 20 Credits <input type="checkbox"/> Foreign Language/VAPA- 10 Credits
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**19. ADDITIONAL
CREDIT RECOVERY OPPORTUNITIES**

FIN CTE Prep will offer online credit recovery through Cyber High or a similar program.

HOW THE SCHOOL WILL INSURE THAT TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, a thorough analysis of the student’s transcripts will be conducted by the guidance/college counselor to establish where the student is regarding graduation and A-G compliance. Together with the student and family, the counselor will complete a Personalized Learning and Development Plan that will track what students have already achieved and what they plan to do to meet the graduation requirements and their goals by the end of their time with FIN CTE Prep. This process is essential in ensuring that students graduate eligible for financial aid for college. FIN CTE Prep will help all students eligible for graduation to complete college applications and the FAFSA process.

20. WASC ACCREDITATION

Once approved, an initial accreditation by the Western Association of Schools and Colleges (WASC). Accreditation application will be submitted for an initial visit during Year 1 of the Charter school. FIN CTE Prep intends to be a fully accredited school by WASC.

21. INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

FIN CTE Prep will offer A-G course requirements for UC/CSU admission. As a charter school, FIN CTE Prep will maintain accreditation from WASC and offer courses that meet the A-G university requirements. FIN CTE Prep will work with the UCOP staff to establish and maintain a course list for the independent charter school and will apply to the UC Board on Admissions and Relations with Schools Committee, as necessary, for new course approval.

All parents and students will be notified that FIN CTE Prep is WASC accredited and thus courses are transferable to other public schools and offers A-G college requirements (See EC § 47605.6(b)(5)(A)(iii).), and thus courses meet college entrance requirements, in the following ways: social media, summer mailings, school brochures, parent information nights, fall recruitment nights at feeder middle schools, updated website and our newsletters to the community. All documents are translated to meet the needs of non-English speaking households.

ACADEMIC CALENDAR AND SCHEDULES

23. ACADEMIC CALENDAR

FIN CTE Prep shall ensure the legally required minimum number of annual instructional minutes and annual school days are offered as required by EC § 47612.5 and Title 5, California Code of Regulations, Section 11960.

FIN CTE Prep will have a minimum of 175 student days and an additional 18 professional development days for its teachers.

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sept 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 2025						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
31						

Important dates incl. Holidays

August: 11 th - Pupil Free 12 th -First Day of School 29 th Admissions Day	November: 11 th -Veterans Day 24-28 th Thanksgiving Week	February: 16 th President's Day
September: 1 st - Labor /Day 23 rd - Unassigned Day	December: 19 th Last Day of Semester 2 Week Winter Break (12/22/25-1/4/26)	March: 27 th Cesar Chavez Day 30 th - April 3 rd - 4 th Week Spring Break April: 24 th - Armenian Genocide Day
October: 2 nd - Unassigned Day	January: 5 th - Pupil Free 6 th 1 st Day of Second Semester 19 th - Dr. Martin Luther King B-day	May: 25 th - Memorial Day June 2 nd - Last Day of Instruction

Key Data:
 1st Semester = 84 Days. (18 Weeks)
 2nd Semester = 96 Days (21 Weeks)
 Total: 180 School Days

24. SAMPLE BELL SCHEDULES (DAILY SCHEDULE)

HIGH SCHOOL BELL SCHEDULE GRADES 9TH THROUGH 12TH

Monday Student Breakfast Served 7:15 - 7:50	Tuesday Staff PD 7:40 - 9:00	Wednesday Staff PD 7:40 - 9:00	Thursday Student Breakfast Served 7:15-7:50	Friday Student Breakfast Served 7:15-7:50
Teacher Prep Time 7:40 – 8:15	Student Breakfast Served 8:20 - 8:55	Student Breakfast Served 8:20 - 8:55	Teacher Prep Time 7:40 – 8:15	Teacher Prep Time 7:40 – 8:15
Period 1 8:30 - 9:20	Period 1 9:00 - 10:45	Period 4 9:00 - 10:45	Period 1 8:30 - 10:15	Period 4 8:30 - 10:15
Period 2 9:25 – 10:15	Nutrition 10:45 - 10:55	Nutrition 10:45 - 10:55	Nutrition 10:15 - 10:25	Nutrition 10:15 - 10:25
Nutrition 10:15 – 10:30	Period 2 11:00 - 12:45	Period 5 11:00 - 12:45	Period 2 10:30 - 12:15	Period 5 10:30 - 12:15
Period 3 10:35 - 11:25	Lunch 12:45 - 1:15	Lunch 12:45 - 1:15	Lunch 12:15 - 12:45	Lunch 12:15 - 12:45
Period 4 11:30 - 12:20	Period 3 1:20 - 3:05	Period 6 1:20 - 3:05	Period 3 12:50 - 2:35	Period 6 12:50 - 2:35
Lunch 12:25 - 12:55	Advisory 3:10 - 3:55	Advisory 3:10 - 3:55	Advisory 2:40 - 3:40	Advisory 2:40 - 3:40
	Dismissal	Dismissal	Dismissal	Dismissal
Period 5 1:00 – 1:50				
Period 6 1:55 - 2:45				
Advisory 2:50 – 3:50				
Dismissal				

A. SAMPLE MINIMUM DAY SCHEDULES

Minimum Day Schedules	
Middle School	High School
Student Breakfast Served 7:30 - 8:00	Student Breakfast Served 7:30 - 8:20
Teacher Prep Time 7:40 – 8:00	Teacher Prep Time 7:40 – 8:15
Period 4 8:00 - 9:15	Period 4 8:30 - 9:45
Period 5 9:20 – 10:35	Period 5 9:50 – 11:05
Nutrition 10:35 – 10:50	Nutrition 11:05 - 11:20
Period 6 10:55 - 12:10	Period 6 11:25 - 12:40
Advisory 12:10 – 1:10	Advisory 12:40 – 1:40
Dismissal	Dismissal

B. DISTANCE LEARNING SCHEDULE

Monday Period 1 Zoom 9:00 – 9:40	Tuesday Period 4 Zoom 9:00 – 9:40	Wednesday Period 1 Zoom 9:00 – 10:10	Thursday Period 1 Zoom 9:00 – 9:40	Friday Period 4 Zoom 9:00 – 9:40
Period 1 Study 9:40 - 10:10	Period 4 Study 9:40 - 10:10	Period 2 Study 9:40 - 10:10	Period 1 Study 9:40 - 10:10	Period 4 Study 9:40 - 10:10
Period 2 Zoom 10:20 - 11:00	Period 5 Zoom 10:20 - 11:00	Period 3 Zoom 10:20 - 10:50	Period 2 Zoom 10:20 - 11:00	Period 5 Zoom 10:20 - 11:00
Period 2 Study 11:00 – 11:30	Period 5 Study 11:00 – 11:30	Period 4 Study 11:00 – 11:30	Period 2 Study 11:00 – 11:30	Period 5 Study 11:00 – 11:30
Period 3 Zoom 11:40 - 12:20	Period 6 Zoom 11:40 - 12:20	Period 5 Zoom 11:40 - 12:20	Period 3 Zoom 11:40 - 12:20	Period 6 Zoom 11:40 - 12:20
Period 3 Study 12:20– 12:50	Period 6 Study 12:20– 12:50	Period 6 Study 12:20– 12:50	Period 3 Study 12:20– 12:50	Period 6 Study 12:20– 12:50
Lunch 12:50 - 1:30	Lunch 12:50 - 1:30	Lunch 12:50 - 1:30	Lunch 12:50 - 1:30	Lunch 12:50 - 1:30
Advisory 1:35 – 2:05	Advisory 1:35 – 2:05	Advisory 1:35 – 2:05	Advisory 1:35 – 2:05	Advisory 1:35 – 2:05
Tutoring 1 2:10 – 2:40	Tutoring 3 2:10 – 2:40	Tutoring 5 2:10 – 2:40	Tutoring 2:10 – 2:40	
Tutoring 2 2:50 – 3:10	Tutoring 4 2:50 – 3:10	Tutoring 6 2:50 – 3:10	Tutoring 2:50 – 3:10	
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

25. MS EXCEL INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	180	370	76	360	20	285			276	64800	99660	34860
10	Yes	180	370	76	360	20	285			276	64800	99660	34860
11	Yes	180	370	76	360	20	285			276	64800	99660	34860
12	Yes	180	370	76	360	20	285			276	64800	99660	34860

[Link to calculator](#)

PROFESSIONAL DEVELOPMENT

28. TEACHER RECRUITMENT

FIN CTE Prep will hire a diverse faculty comprised of the best teachers available. We achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission- aligned. Future is Now specifically looks for candidates who demonstrate an unwavering belief in the potential of all students, are passionate about improving public education and have a growth and development mindset.

We contact top graduate and education programs in the country and publicize our California schools to experienced teachers. We will focus recruiting efforts on and begin collaborations with local universities and colleges, including University of California, CSU Los Angeles, Pepperdine, Loyola Marymount and University of Southern California. We advertise nationally and locally and post open positions online. We also work with Teach for America to access their corps members and alumni in the region and have partnerships with organizations like the New Teacher Project. We have a presence at local job fairs and distribute flyers and brochures at local community hubs.

All teachers pass through Future is Now's rigorous and multi-step hiring and selection process. The process includes: 1) online application, 2) phone screen, 3) interview day with Future is Now Human Capital, 4) interview day at school 5) Demo lesson and 6) reference and background checks.

27. PROFESSIONAL DEVELOPMENT

Professional development for teachers and school site leaders is a critical component of Future is Now's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at FIN CTE Prep, professional development opportunities will provide

teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

TEACHER PROFESSIONAL DEVELOPMENT

Throughout the school year, teacher professional development activities at FIN CTE Prep will include:

- **Teacher Buddy Program:** Once a semester release period for teachers to observe the teaching practices of their “buddy” teacher.
- **Annual Training/Retreat:** An annual ten-day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A full day retreat for school staff to evaluate progress, reflect, and adjust the school’s plan for the final semester.
- **Weekly Staff Development and Collaborative Planning Time:** A late start is provided each week for teacher professional development and collaboration. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school’s annual strategic plan. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory.

- **Trauma Informed and Trauma Sensitive Schools:** Specific professional development to support teachers and staff to gain more awareness on toxic stress and trauma, and understand how to infuse the values of safety, trustworthiness, choice, collaboration, and empowerment into various aspects of their existing practices equitable multi-level system of support.
- **Needs of At-Promise Youth:** Specific professional development to increase awareness and sensitivity, enabling teachers to understand the nature of homelessness, foster care, and juvenile justice to create positive experiences for at-promise youth, and to provide strategies for discussing this topic in the classroom.
- **English Learner Professional Development Plan:** FIN will provide specific professional development training and support plan for our English Learner population that will include the following topics of study:
 - Methods for implementing instructional strategies that ensure academic instruction in English is meaningful and comprehensible
 - Integrating understanding of academic content and English Learner Development Standards with instruction in teaching methods and assessments
 - Awareness of state mandate guidelines such as ELPAC testing, reclassification, RFEP monitoring, and LTEL support
 - Guidance on how to implement strategies that simultaneously integrate language acquisition, development and academic achievement
 - Exploration of multiple instructional approaches or methodologies to increase the academic achievement of ELLs
 - Providing and building a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students based on various forms of data
 - Cultural awareness, equity, and practices and guidance implementation

Professional Development topics will vary depending on the school’s focus, data from

assessments and teacher needs. Once a topic is selected, we will begin our **Teacher Learning Cycle similar to an Instructional Round**. The cycle will take anywhere from 3-6 weeks depending on the complexity of the topic. The cycle includes direct instruction session, teacher led planning and discussion of the topic (to include planning a lesson), Instructional Rounds, peer observation of the lesson, debrief of the peer observation and finally an assessment to assess if re-teaching and more practice is needed among the teachers. Professional Development may be differentiated for new or experienced teachers, by content area and/or grade level. Teachers that are new will receive additional Professional Development provided by the Future is Now Education Team. A common thread in all Professional Development is how to apply research based-best practices and strategies to meet the needs of subgroups including English Learner and Special Education students, with a special emphasis on trauma-informed practices. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

SAMPLE TEACHER PROFESSIONAL DEVELOPMENT PLAN

<i>Semester 1</i>	<ul style="list-style-type: none"> ● New Teacher Training ● School Retreat ● Growth Mindset ● Backwards Design Lesson / Unit Planning ● Thinking Maps & Follow-up ● Power School and Power Grader ● Technology Integration ● EADMS Training ● Safe & Civil ● Trauma Informed Practices ● Multi- Tiered Systems of Support ● Mandated Reporter Training ● Objectives Deep Dive ● Data Driven Instruction Protocol ● Future is Now Common Assessment Program Data Review ● Buddy Observations ● ILT Walk Through/ Instructional Rounds ● Literacy PD ● ELD Structures and Support ● Inquiry based learning PD ● Special Education Compliance and Accommodation Support
<i>Semester 2</i>	<ul style="list-style-type: none"> ● School Retreat ● Semester 1 Recap ● Interim Guiding Conference ● Thinking Maps ● Common Core Technology ● Future is Now Common Assessment Program Data Review ● Buddy Observations ● ILT Walk Through/Instructional Rounds ● Safe & Civil ● Parent Conferences ● Future is Now Middle School Collaboration ● Buddy Observations ● SBAC Planning ● Data and Strategic Plan Review

Future is Now has an induction practice for its new and existing teachers through Summer Professional Development and New Teacher Professional Development. Summer Professional Development focuses on the following five areas:

- **Reviewing Data from the Previous Year:** Reviewing school, department and individual data
- **Curriculum and Professional Development:** Reviewing school's strategic plan, alignment to school-wide focus, and setting lesson plans
- **School Business:** Reviewing student policy manual and other compliance related topics
- **Teacher-Administrator Meetings:** One-on-one meetings between administrators and teachers
- **Planning:** Lesson planning, preparing syllabi and setting department goals
- **Vertical Collaboration and Planning:** High School department teams will come together to create curriculum maps that align skills from 9th through 12th grade
- **Grade level planning for supporting learners collectively and build units of instruction that integrate when possible.**

New Teacher Professional Development consists of at least 168 hours of professional development, including specialized trainings outlined below:

- **Summer Training:** New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
- **Ongoing Workshops:** New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Future is Now's College Ready Teaching Framework, and Common Core State Standards. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, trauma informed best practices, restorative practices, etc.
- **Monthly Support and Development Meetings:** First and second-year teachers are required to attend monthly support and development groups at their school site.

ADMINISTRATOR PROFESSIONAL DEVELOPMENT

For administrators, a comprehensive professional development program is in place, which includes the following:

- **Coaching:** Director of Instruction will provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- **Learning Walks:** Director of Instruction facilitates individual sessions at a selected school each month. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school. The Director of Instruction will follow up with each leader that attends the Learning Walk session in their biweekly coaching sessions to reflect upon their participation in the Learning visit, lessons learned and applicable next steps for their school site.
- **Monthly Professional Development:** FIN CTE Prep principal(s) will network one time a month to develop leadership qualities that will allow them to enhance their schools and faculties. This learning will center on professional learning/readings,

- professional practices, and teacher support
- **Principals Retreat:** Two-day retreat for all principals and Future is Now Home Office staff. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- **Administrator-in-Residence Program:** One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

MEETING THE NEEDS OF ALL STUDENTS

FIN CTE Prep is explicitly designed to recruit and support students who are academically low achieving, credit deficient and/or struggling in traditional site-based schools. FIN CTE Prep will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. All staff members are trained to identify and comprehensively support students who are struggling to stay at grade level.

FIN CTE Prep will implement the evidenced-based California Multi-Tiered System of Supports aligned with the Common Core State Standards and encompasses both academics, behavioral and social-emotional learning interventions in support of whole child development.

Using the Multi-Tiered System of Supports model (MTSS) model, all students receive the core literacy and math, and advisory courses as a Tier 1 instruction. Students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

Students in the Tier 2 and 3 levels of support will be provided on-going support and their data will be monitored to assess the impact on achievement. If the Tier 3 interventions are not sufficient to meet a student's needs, the Student Success Team will evaluate alternative supports or make a recommendation for a formal special education assessment.

Our Counseling and Student Support Services team will provide individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the MTSS model. The main purpose of our Counseling and Student Support program is to address the barriers to learning from the mental health perspective, as well as a trauma sensitive framework. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing wraparound support, resources and referrals to outside agencies.

FIN CTE Prep will utilize the Student Support Team ("SST") process to determine the appropriate MTSS tier to improve academic and behavior success through data analysis, targeted interventions and progress monitoring. SSTs shall occur during regularly calendared times and the teams are composed of school psychologists, teachers, parents, administrators, counselors, and any other relevant staff providing support for the student. After conclusion of the implementation of interventions designed by the SST, the team's responsibility is to determine

progress and determine recommendation for transition to a different tier or special education evaluation if the student has not demonstrated adequate progress through the prescribed interventions.

29. ENGLISH LEARNERS

FIN CTE Prep will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. FIN CTE Prep will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness as well as follow state guidelines for program placement.

Process for Identifying ELs after a student enrolls at FIN CTE Prep, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student’s home. The student’s cumulative file will also be checked for information about the student’s English language proficiency status.

Students from homes where the primary language is not English (as determined by the HLS and other data) will take the English Language Proficiency Assessments for California (ELPAC); within thirty days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the school has proper documentation of the student’s re-designation as fluent English proficient. The ELPAC (along with scores on the Smarter Balanced ELA/Literacy test, benchmark assessments, learning facilitator evaluations, and English Language Arts grades) will be used for the annual assessment of each student’s English Language Development (ELD) level.

Reclassification Criteria: FIN CTE Prep will rely on the following criteria in reclassifying EL learners.

1. Assessment of English language proficiency (“ELP”), using an objective assessment instrument, including, but not limited to, the state test of ELPAC.
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age (e.g., ELA/ Literacy scores on the CAASPP or internal assessment data)

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	<p>English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

FIN CTE Prep will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent/guardian's primary language (whenever possible and practical; all notifications are provided in other languages). Within the first month of the school year (or within thirty days of the student's enrollment), FIN CTE Prep will notify the parents/guardians of its responsibility for ELPAC testing, student's prior ELPAC results if available, EL identification, program placement options, student's academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and FIN CTE Prep will notify parents/guardians of student's ELPAC results within thirty days of receiving the results from the publisher.

The ELPAC will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and benchmark tests.) Depending on the assessment results, the school administration, teachers and EL Literacy Coach will determine the most appropriate placement and support strategies for the student, and inform parents (in writing) of their child's placement (the parent notification letter). Using learning facilitator feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that will include recommended student placement and writing samples, test scores and anecdotal notes. This portfolio will be regularly reviewed and adjusted when necessary to best fit the individual student's needs.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

FIN CTE Prep bases its English Learner support program on the new California English Language Development Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, has been replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, FIN CTE Prep teachers and instructional consultants provide daily instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Literacy Coach partners with the classroom teachers to include ELD goals on students' learning plans.

FIN CTE Prep teachers are encouraged to have a CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual Cross-cultural Language and Academic Development) certificate or equivalent certification. Biliteracy teachers specialized in content areas are hired as necessary. FIN CTE Prep teachers and support personnel receive ongoing professional development that is responsive to current research, best practice understanding, and the 2014 ELA/ELD Framework for Instructional Design.

FIN CTE Prep will provide both a designated and integrated ELD program to ensure all students are being supported in the most appropriate setting to meet their needs. Examples of both our designated and integrated program are detailed below:

Designated ELD Program	Integrated ELD Program
<ul style="list-style-type: none"> ● ELD Levels 1-4 using Hampton-Brown Edge Curriculum ● iLit and Language Central using Pearson Curriculum ● Academic English Essentials 	<ul style="list-style-type: none"> ● ELD provided throughout the day through all disciplines ● Focus on content standards, ELD standards are integrated into the curriculum and connected to the content ● Instructional focuses on content learning and the academic language necessary for successful learning of the content ● Focus on multiple opportunities to master the content

Courses available for English Learners include an option for students to listen to the text in addition to reading it themselves. This strategy helps to increase student comprehension of the material while supporting their English language skills. Additionally, English Learner instructional strategies include:

- Vocabulary and language development: teachers introduce new concepts by discussing vocabulary words key to understanding that concept
- Guided interaction: Learning facilitators structure lessons so that students work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text)
- Metacognition and authentic assessment: teachers use a variety of authentic assessments to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills
- Explicit instruction: the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
- Meaningful context and universal themes: teachers reference and link prior knowledge and meaningful experiences from students' lives and use them as springboards to interest and motivate students in new academic concepts.
- Modeling, graphic organizers, thinking maps and visuals: teachers model language and academic outcomes, use a variety of graphic organizers to scaffold academic learning, and incorporate visual aids that include: pictures, diagrams, and charts in order to help students easily recognize essential information and its relationship to supporting ideas, as well as making language and content more accessible for English Learners

All English Learners will have opportunities to enhance their learning in the studio and before/after school. Some examples of these opportunities are:

- L2 (second language) Online and in class, L2 learning opportunities will include published curriculum, web-based modules, and small group and individual tutoring that helps EL students to develop phonemic awareness, academic vocabulary, reading comprehension, and writing in English.
- Extended learning opportunities: EL students face multiple learning challenges – Many are working to develop L2 (ELD and academic) proficiency while concurrently working to master academic content. In addition, a disproportionate number of EL students are economically disadvantaged (California Legislative Analyst’s Office, 2007, p. E-123). Additional time in an academic learning environment is needed to respond to these multiple challenges (Gandara & Rumberger, 2008). FIN CTE Prep provides the following extended learning opportunities to EL students:
 - Summer pre-session for all incoming students.
 - Module 6 Course (extended school day Monday through Thursday): Structured English Immersion (SEI)
 - eBlock Course: Structured English Immersion (SEI)
 - Home and community support: To support home language and second language academic development outside of school, FIN CTE Prep works with parents/guardians to ensure that literacy resources and learning opportunities are available at home. Parents are provided with skills in navigating the essential tasks to connect their children with the A-G core curriculum through special training programs (e.g., Parent Institutes).
 - Process and Specific Criteria for Reclassification

RECLASSIFICATION PROCEDURES: CRITERIA FOR STUDENT RECLASSIFICATION FROM ENGLISH LEARNER TO FLUENT ENGLISH PROFICIENT (RFEP):

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Students

ELs are continually monitored by the EL Literacy Coach, teachers, and school leaders. The EL Literacy Coach monitors student progress by analyzing scores and data, assessing samples of academic work, and following up regularly with the student’s ELA/English teachers and EL Literacy Coach to discuss the student’s progress.

Learning facilitators regularly evaluate students’ ELD progress by examining data, and modify their instructional practices to better serve each student as needed. In order to document progress, the EL Literacy Coach maintains an ELD portfolio for each of the school's English Learners. This portfolio is used to monitor student progress at their targeted ELD level. The EL Literacy Coach, in collaboration with teachers, uses these portfolios to collect student work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly. The EL Literacy Coach reviews the ELD folder as well as the cumulative folder for each student early in the fall semester in order to provide teachers with the most

accurate reflection of the student's progress to date. The goal is for each student to progress by at least one level per year on the ELPAC until they can be reclassified.

Reclassified students are monitored for a period of four years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and maintaining at least a 70% in their ELA/English class. Reclassified students are monitored by the EL Literacy Coach.

- 1) English learners (ELs) are reclassified as fluent English-proficient (RFEP) when they meet the school's reclassification criteria (detailed below). State and federal laws (20 USC 6841, 5 CCR 11304) requires a school to regularly gather and review data to monitor reclassified students' progress, notify parents of their child's ongoing progress after reclassifying and provide appropriate and additional educational services when needed. The school leader and ELD teacher will review RFEP students' academic performance in the mainstream program for a minimum of four years. FIN CTE Prep will annually monitor for a minimum of four years the progress of RFEP students to assure proper placement and offer additional academic and other appropriate support if necessary. Reclassified students are expected to meet or exceed state grade-level content standards, and to meet the A-G requirements for high school graduation, thereby demonstrating they have not been left with any substantive linguistic and/or academic needs. Additionally, teachers of RFEP students that are still within the four-year monitoring window will add an RFEP Feedback form to the students Personalized Learning and Development Plan (PLDP) meeting to discuss progress or lack thereof and interventions needed.
- 2) Monitoring will address the following accountability requirements:
 - a. FIN CTE Prep will review RFEP students' academic performance for a four- year minimum following reclassification.
 - b. FIN CTE Prep will notify RFEP students' parents, in writing, when their child is making adequate progress or is at risk of not meeting grade-level standards.
 - c. FIN CTE Prep will provide RFEP students who are unable to meet state grade-level content standards additional linguistic and/or academic instructional services appropriate to their diagnosed needs.
- 3) If a RFEP student is not meeting academic standards these are a few of the appropriate measures the teachers and school can take to address their lack of progress;
 - a. Student/teacher/parent conference
 - b. After school tutoring
 - c. Specialized reading, writing, or math instruction
 - d. Content-based language development support classes
 - e. Primary language support
 - f. Placement in reading, writing, or math support class
 - g. After-school academic support
 - h. Intervention/Intersession classes
 - i. Extended day and year opportunities

RECLASSIFICATION CRITERIA: FIN CTE PREP WILL RELY ON THE FOLLOWING CRITERIA IN RECLASSIFYING EL LEARNERS.

1. Assessment of English language proficiency (“ELP”), using an objective assessment instrument, including, but not limited to, the state test of ELPAC.
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age (e.g., ELA/ Literacy scores on the CAASPP or internal assessment data)

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG-TERM ENGLISH LEARNERS (LTELs)

The school monitors the progress of students who are classified as Long-Term English Learners (LTELs) or At-promise of LTEL status. The EL Literacy Coach works to identify the reasons why a student has not acquired Academic English at the expected rate and collaborates with school staff and leaders to determine the best support system for that student moving forward. The EL Literacy Coach will also provide on-going professional development and coaching to teachers in the areas of: SDAIE instruction, Thinking Maps, 3-part objectives and language objectives, and differentiation. An action plan is created and placed in the student’s portfolio, and parents/guardians are consulted. Action plans can include techniques such as using sentence frames, frontloading vocabulary, and Thinking Maps. If necessary, additional tutoring, and targeted curriculum and supplemental materials are obtained to further support the student.

30. PLAN FOR STUDENTS THAT ARE ACADEMICALLY HIGH ACHIEVING: GATE

The curriculum at FIN CTE Prep will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and unit assessment data and through the Summer Bridge program. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives including dual enrollment opportunities. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.¹³ Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.²³ Differentiated learning classrooms, may include AP, Honors or select elective courses, professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of

¹³ “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <<http://www.nagc.org/index.aspx?id=1027>>

professional development may take place during Department meetings.

Throughout their high school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Dual Enrolment courses
- Enrichment electives (e.g., technology, drama, student leadership)

Some students will enter the school better prepared to learn at a faster pace than the majority of their classmates. Students who are identified as high achievers through classroom report card grades, placement test results, and teacher recommendations have the opportunity to do more advanced work and to excel at their individual pace. FIN CTE Prep's self-directed learning model serves as an ideal and challenging learning environment for high-achieving students. By designing and executing their unique educational program, gifted students can engage in learning at a pace that may be more appropriate than that of a traditional classroom. Staff also guide learners to extracurricular enrichment activities that happen throughout the year.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-achieving students, using the results of the state standardized assessments, school-wide benchmark assessments, assessments and/or observations. Modifications for academically high-achieving students begin with an assessment of student abilities and needs. Personal Learning and Development Plans will be updated as needed to foster and challenge their growth needs.

These students are given multiple opportunities that provide intellectual enrichment and enable them to contribute positively to the school community. Specifically, high achieving students may enroll in courses for college credit offered by our dual enrollment partners. Special projects and assignments may also be given to students in need of extra challenge.

Since FIN CTE Prep has the responsibility of assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these students. In addition, students working at different paces are sometimes paired so that students excelling in a particular subject help students struggling with more challenging material. Research shows that understanding is deepened through the process of teaching others. While it is important for the student to choose the classes and activities that will help advancement, FIN CTE Prep believes it is also important to maintain a good balance between academic and social skills.

31. STUDENTS ACHIEVING BELOW GRADE LEVEL

As detailed above, a significant number of our students will enter FIN CTE Prep who previously have been "academically low-achieving" as evidenced by grades and credits earned, drop out status, etc. Upon enrollment and prior to programming, our counseling staff closely examines all transcripts and academic history for verification of low achievement.

FIN CTE Prep is committed to serving academically low achieving students. Future is Now expects that many (if not the majority) of its students may be classified as low-achieving and

our curriculum and program is adapted to improve performance for traditionally low-achieving students. FIN CTE Prep has a simple, but specific goal to ensure that all students are prepared for success in life and beyond. In fact, FIN goals for academically low achieving students are the same as its goals for its entire student body. FIN ensures that all students identified as low achieving have equal access to a rigorous, college- preparatory education through the following means:

- FIN will assess all students *after* enrollment in the Summer Bridge Program to determine learning strengths and weaknesses, as well as overall proficiency in core subjects. Tests used may include the ILIT reading inventory, and NWEA MAP diagnostics.
- Identified students are immediately enrolled in intervention programs to accelerate learning, such as ILIT and other reading programs, and Mathematics Navigator which are standards-aligned computer-based programs for reading and math respectively.
- Low-achieving students are also provided remediation during the Summer Bridge program, Advisory, ILIT, Mathematics Navigator, Special Needs/Academic Success and/or Guided Study (an after-school program for students who do not complete their homework or struggle with it).

At FIN CTE Prep, counselors, advisors, social workers and faculty will review grades at least every two weeks during student check-ins. This process will facilitate the identification of students needing additional intervention and support, and any necessary changes will be made. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plans and timelines. MTSS monitoring will be triggered if a student is failing one more classes. On-going monitoring through each student's Personalized Learning and Development Plan (PLDP) and Master Agreement occurs after every grading period by both counselors and Advisors, and plans are revised and/or expanded according to needs and new data. Understanding the individual needs of each student and their family and how this is affecting low-achievement is done with students all year long on a daily basis through our personalized approach.

For example, FIN will implement appropriate school-wide Math intervention using data gathered from NWEA MAP testing (twice annually), combined with targeted practice using Khan Academy. NWEA has developed a database of specific skills on Khan Academy's website (which are aligned to CCSS), tied to each subset of Math measured by MAP testing. During Success Seminar, each student will have dedicated time to work on Math skills identified as areas of opportunity during MAP testing. Teachers and administrators will have access to student activity on Khan, and will monitor and assign targeted practice based on identified student needs. In addition to regular practice, students are required to reflect on their progress and the challenges they face in strengthening their skills using the Khan Academy website.

FIN will also implement a school-wide, cross-curricular intervention to address our students' areas of opportunity in Reading. This intervention will consist of a focus on literacy across content areas, emphasizing the importance of literacy as a basis for all learning, using our students' NWEA MAP scores to inform instruction in all classrooms. The student's NWEA

score is linked to a corresponding CA ELA common core standard, thus allowing targeted interventions and differentiation of curriculum and instruction where the student is.

Interventions and additional supports will include: scheduling additional on-site support (where feasible in the context of the student's commitments and obligations outside of school) and more frequent and longer check-ins with teachers and counselors; tutoring; revisions to curriculum (additional scaffolding, remediation on specific skills, etc.) and curriculum pacing; revised course schedules.

32. SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is not a determinant factor in a student's ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, FIN CTE Prep will utilize strategies described in other sections of this petition. FIN CTE Prep will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

STUDENTS WITH DISABILITIES

Overview of Charter School Program for Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The language that follows describes the special education program at the Charter School as an LEA member of a SELPA for purposes of providing a reasonably comprehensive description of the special education program in the Charter Renewal Petition.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

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

SECTION 504 OF THE REHABILITATION ACT

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that

the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SERVICES FOR STUDENTS UNDER THE “IDEIA”

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law. This section covers items related to staffing, notification and coordination, identification and referral, assessments, IEP development, services, instruction and summary of FIN CTE Prep’s participation in SELPA.

PROCEDURE FOR SEARCH AND SERVE

FIN CTE Prep scholars will be placed in general classes unless identified to have an IEP after enrollment in school. If the student has an IEP, FIN CTE Prep will implement all services indicated on the plan. Notices will be sent to families, guardians and case managers or social workers to remind about the students' disabilities or suspected to have disabilities and their rights of evaluations and support in the public charter school setting.

STAFFING

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

NOTIFICATION AND COORDINATION

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

IDENTIFICATION AND REFERRAL

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

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

Parents, guardians, educational rights holders may request an evaluation in writing, with copies to the principal and the school coordinator of special education.

ASSESSMENTS

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. FIN CTE Prep will provide a written assessment plan

annually and can provide an assessment plan within fifteen days of a written request by parent or guardian. Evaluations are to consider any and all available, and appropriate, data such as school-based assessments, teacher observations, behavioral observation data, grades, etc.). These data points serve to discuss the student's progress or lack of progress within the general program. Although some evaluations may need to go directly to a formal special education assessment (to include appropriate federally mandated testing requirements) for various reasons, FIN CTE Prep will ensure that students are not overly identified or abruptly evaluated by ensuring that a proper Student Success Team process is convened.

STUDENT SUCCESS TEAM

FIN CTE Prep will have a student success team (SST) that will reflect and highlight the similarities of the Response to Intervention (RTI) to identify and explore a scholar's best ways to address their educational needs of support in order to access curriculum. The process includes:

1. An SST team coming together for a scholar who has been referred for additional support and maybe even special education.
2. The faculty and staff will discuss the SST agenda items that will include the scholars who need support, during a block of time once a week at the professional development period. All support and accommodations by classroom teachers must be exercised before a scholar who is not succeeding is referred to SST. The scholar's teacher, a staff, and or parent can refer them to SST.
3. The grade level teachers, principal designee, and later the Director of Instruction will run the SST. All staff and teachers will have training on how to understand the SST and what are best practices in identifying a student based on needs, modifications, interventions.
4. There will be a lead to handle the administrative data, paperwork, and evidence for reasoning for referral.
5. During SST meetings, the team problem solves on what barriers may be keeping the student from achieving academic and/or behavioral success at school. Through identifying barriers, developing strategies, and then implementing actions with possible resources, the SST creates an action plan to address the students' learning and/or behavioral needs. School SST team members will also work to provide the parent with support so as to increase collaboration between school and home.
6. 6. A follow up date is set to assess whether the SSTs agreed upon supports and strategies have been effective.
7. 7. If the student continues to fail to make adequate progress, further SST revisions may then occur. If necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST members.

FIN CTE Prep will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

IEP MEETINGS

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

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP IMPLEMENTATION

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated

program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

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

NON-DISCRIMINATION

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

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

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

DUE PROCESS HEARINGS

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

SELPA REPRESENTATION

The Charter School understands that it shall represent itself at all SELPA meetings.

FUNDING

The Charter School understands that it will be subject to the allocation plan of the SELPA.

IMPLEMENTATION

Our Special Education model provides its students with a Free and Appropriate Public Education (FAPE) within a least-restrictive environment (LRE). A student receiving special education services will have his or her IEP reviewed in an IEP meeting:

- Annually to review the student's progress and make necessary changes.
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or teachers requests due to the student demonstrating significant growth or lack of anticipated progress.
- When an Individual Transition Plan (ITP) is required.
- When FIN CTE Prep seeks to suspend or remove the student for an accrual of 10 days or for a period of 10 or more days for the in order to determine if the student's misconduct was a manifestation of his/her disability

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Prior to the placement of the individual with exceptional needs within the classroom setting, school site leaders and special education staff ensure that the general education teachers, classroom aides, related service providers, shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws. If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

FIN CTE Prep recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program. Any student, who has an objectively identified disability, including but not limited to learning, is eligible for accommodation by the Charter School.

When an initial assessment is needed, an assessment plan is sent home to parents with the parents' rights. If the assessment has been requested by a parent the school has 15 days to respond to the request. Once the assessment plan is received and signed the testing will begin and an IEP meeting will be held within 60 days of receiving the plan. The IEP team for an initial assessment will include parent, administrators, general education teachers, special education teachers, assessors, and EL teacher as needed, and student. An interpreter can also be provided at parent's request. The team will review the findings of the assessments and observations to determine if the student qualifies for an IEP.

At a student's three-year review, they are assessed with parental consent and academic growth is charted to assure educational benefit is occurring. All eligible students under the IDEA will have an IEP which meets all applicable legal requirements and is reasonably calculated to confer educational benefit in the least restrictive environment. FIN CTE Prep will maintain strict compliance and perform all corrective actions deemed necessary by the special education coordinator and director and/or the SELPA. The oversight of the special education programs at FIN CTE Prep will be provided by the special education coordinator and Director, who will both have extensive administrative experience in the area of special education service delivery and in state and federal statutes and regulations. IEP meetings are held at least annually however an IEP meeting can be called prior by the parent or the school. Services provided to students can include language and speech, Assistive Technology, Adapted Physical Education, Occupational therapy, Physical therapy, Counseling, Deaf and Hard of Hearing, Resource Support, etc., as identified in their IEP.

MEETING THE NEEDS OF STUDENTS WITH VARYING LEVELS OF DISABILITIES

When a student comes to our schools, the special education coordinator, reviews the student's IEP and assigns the providers for the student. Based on the students' IEP and the last schools offer of FAPE the student is placed in the corresponding program. Alternative curriculum is available for students with moderate to severe disabilities who are not able to access general education without significant modifications; and it will provide scholars with significant cognitive disabilities with opportunities to learn and be prepared for meaningful living and future employment

Our current model has a variety of options to assure all the student levels are met. Our resource model includes a push-in and/or pull-out model to support students' needs while our co-teaching model offers more of a specialized approach of team teaching. The push-in model includes the Special Education Teacher going into the classroom with the student to support them in the classroom while the pull-out model allows the student to work with the Special Education Teacher in a small group setting outside of the classroom. We have a variety of service providers that come on campus to service students and work alongside our teaching

staff. FIN CTE Prep will be open to ensuring students can have Specialized Academic Instruction (SAI) and other services with support and determination from the IEP team. SAI will take the scholars specific needs, the IEP team may identify specific subjects, duration and location for general education mainstreaming.

FIN CTE Prep will comply with the federal requirement of offering and maintaining the least restrictive environment (LRE) for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

EL STUDENTS WITH IEPs

On page 2 of the IEP document it states the students' English Language level. If the student is an EL an ELD goal and present level of performance is created to assure the student is receiving the support and resources needed. The progress towards the goal is measured four times annually to assure the student is progressing. Our English Language Interventionist works collaboratively with the Special Education Coordinator and teachers to assure the student is making progress. The testing coordinator also assures the students annual ELPAC examination is completed and the data is used to set goals.

33. STUDENTS IN OTHER SUBGROUPS

FIN CTE Prep will develop partnerships with community-based organizations and LAUSD for coordination of services of foster and homeless youth.. As with AB-216, the individual needs and course credit progress of all vulnerable student subgroups (foster, homeless, former, pregnant teens, teen parents, students with disabilities in alternative curriculum, and children in military families) starting and/or entering the FIN CTE Prep at the 11th or 12th grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Consideration of alternative paths to graduation such as AB-216 and the CA requirements to receive a diploma from high school as laid out in Education Code 51225.3(a), will allow all our most vulnerable student subgroups to move forward toward post-secondary education and career options.

FIN CTE Prep counseling and leadership staff will regularly attend LAUSD and other PD focusing on foster/homeless youth in order to keep up to date with the most current foster/homeless/pregnant minor/ probation-parole regulations and strategies being used to help these vulnerable groups. We have developed relationships with several local group homes, shelters, parole officers, city officers, judges, and prosecutors. These relationships will become a pathway for many students to find our program.

Upon enrollment and prior to programming, our counseling staff meets with the parent or guardian of minor students and all other adults assigned by the state and/or court (social worker, etc.) to the foster youth. Our counselors then closely examine all transcripts and academic history

for verification in alignment with AB-216.

Assembly Bill (AB 216) refers to California legislation that amended section 51225.3 of the California Education Code to exempt pupils in foster care from school district graduation requirements that exceed State graduation requirements if the pupil transfers to the district, or transfers from one high school to another within a district in the 11th or 12th grade, if the pupil would not be reasonably able to complete the additional district (LEA) requirements. Approved by the Governor on October 11, 2009 and effective January 1, 2010, AB S16 requires school districts to provide notice to foster youth exempted from the additional requirements if failure to satisfy such local requirements will affect the pupil's ability to gain admission to a post-secondary educational institution.

With EC 51225.3(a) and AB-216 in context, the individual needs and course credit progress of vulnerable students (foster youth, homeless students, former juvenile court students, youth of military families, teen parents, pregnant teens or migrant students) starting and/or entering the FIN CTE Prep at the 11th or 12th grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Lead petitioners' current partnerships with LACC and LA Trade Tech have allowed for extensive dual enrollment of students during high school and post-graduation, making the transition into post-secondary education and career of our most vulnerable students easier.

As part of the transfer process described under subdivisions of 49069.5(c) and 49069.5(d), FIN CTE Prep shall compile the complete educational record of the student, including a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or individualized education program adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq. Pursuant to EC 49069.5(e) any vulnerable student leaving FIN CTE Prep prior to the end of a term will be awarded partial credit equivalent to [the number of credits a student should be granted per class based on the attendance during the term in question.](#)

FIN CTE Prep students are required to complete graduation course requirements, including the requirements imposed by EC 51225.3, and those adopted by the school's governing board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, can be exempted from any graduation requirements adopted by the governing board that are in addition to statewide course requirements.

To be eligible for an exemption of FIN CTE Prep's graduation requirements, a student must meet the following eligibility requirements as pursuant to EC 51225.

- (1) The student is one of the following:
 - (a) In foster care, as defined in EC § 51225.2(a)(1)

- (b) Is a homeless youth, as defined in 42 USC § 11434a(2)
- (c) A former juvenile court school student, as defined in EC § 51225.2(a)
- (d) A child of a military family, as defined in EC § 49701
- (e) A migrant youth, as defined in EC § 54441(a)
- (f) Is participating in a newcomer program, as defined in EC § 51225.2
- (g) Is a pregnant or parenting teen

(2) The student transfers between schools any time after his/her second year of high school

(3) The student is not reasonably able to complete FIN CTE Prep's graduation requirements by the end of the student's fourth year of high school

34. "A TYPICAL DAY"

Students begin arriving at school at 7:15 a.m. and are greeted by an Administrator and Staff Member. The school environment is a small, safe school that allows teachers and staff to provide individualized attention and prepare students for college, leadership and life. Students are invited to enjoy a free, hot breakfast and have a place to 'charge' up- making sure them and their chromebooks are ready for the day.

Depending on the day will determine which classes students have. On Monday they see all of their teachers and on Tuesday/Thursday and Wednesday/Friday they attend three class periods a day. Every day they end their day with advisory where they develop meaningful connections with their peers and teachers and there is enough time to serve as a conduit for college readiness, leadership development and overall youth development.

Students are greeted at the door by their teachers at the start of each class period. When they enter there is an open/warm up type task ready for them to engage with independently. Students are given a couple of minutes to settle and time for the teacher to check in to make sure everyone is well and ready to engage. On the off chance that a student needs a little extra time or support the teacher is able to connect 1:1 at the beginning of the class while the other students are engaged in the warm up task. Depending upon the student's needs the teacher may just offer a listen or suggest that the student goes to see the counselor- the goal is that the student knows she/he is in a safe place that cares.

Each class will have their own rhythm and approach to learning and teaching with some common tenets. In whole group experiences students will follow many of the teacher moves from Teach Like a Champion in order to increase engagement and there will be a collective push towards students using meta-cognitive skills in presenting their answers. Students will be able to identify the core standards for each of their courses along with building connections between the content via interdisciplinary projects and tasks. Classrooms will have a buzz in them with students working together on tasks and the teachers facilitating the learning. Empowered learners who are self-directed, asking questions and building their understanding will be common tenets.

Teachers will facilitate collaborative learning environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling. Some class periods may have independent learning time carved out for students to work at their own pace developing specific skills related to the course content. Progress on developing specific skills will be monitored via the learning platform which may include Khan Academy, Brilliant or something similar.

Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs and fitness. Students may be hosting a performance. Parents may be hosting a parent meeting or attending “coffee with the principal” to hear updates about the school, provide feedback and/or attend parent education workshops.

SAMPLE STUDENT SCHOOL DAY FOR A THURSDAY

Time	Activity
7:15-7:50	I arrive at school and am greeted by my principal as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. I plug in my chromebook and finish up some homework. At 8:25, some music selected by my friend plays, and our group immediately heads to Period 1 which starts at 8:30 a.m.
8:30-10:15	Arriving at English class, my English teacher greets me with a “Good morning, Maria” and handshake. Last class, we worked in small groups focusing on the analysis of two literary texts. Today, we will participate in a Socratic Seminar to share our analysis and participate in peer and self -critique. As a 10 th grade student, I believe this class is preparing me for a college level English class next year.
10:15-10:25 –	Nutrition is a good opportunity to get a healthy snack and talk to my friends before the next class. I usually go outside to get some fresh air and always talk to our Assistant Principal who does supervision in the quad. Music plays. It’s 10:25 time to head to Period 2.
10:30-12:15 –	Math! It’s definitely my hardest subject this year. I review the math “Do Now” on the whiteboard and begin to tackle the problem. While we are doing the work I notice my teacher is checking in with one of my classmates. After our class finishes the “Do Now”, we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my math teacher’s office hours so I can work on this with her.
12:15-12:45 –	During lunch, I eat with my friends and talk about the upcoming field trip this weekend to Cal State University Northridge. I definitely need to find my counselor after school to make sure I get a permission slip.
12:50-2:35 –	It’s finally time for my favorite class - Biology! When we enter the teacher asks us to gather around the center demo table to observe an ecosystem he created. In silence he asks us to predict what will survive in the ecosystem and what will become extinct and be able to explain why using scientific terminology. After this starter activity we return to our lab tables and finish up our projects for the upcoming science fair. My group and I chose a topic in relation to the UN Sustainable Goals working towards creating in-home waste reduction lifestyles considering all things consumable. The Science Fair demonstrations are a part of Student Led Conference Night so I am excited to get to share my work with others.
2:40 – 3:40	We start Advisory reading silently for twenty minutes. Sometimes we start with a meditation for 5 minutes depending upon our energy and distraction levels. Afterwards, my advisory teacher takes us through a Academic Consultancy. Once per week, we review our grades on the LMS to analyze any missing assignments and opportunities for improvement. I appreciate the time to catch up with my peers and find ways to help one another achieve.
3:40 – 4:00	I walk to the afterschool program with my brother. After eating a snack, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher who has office hours today. Around 4:00 p.m., I head home to enjoy some family time or I sign in for extended care.

4:00 - 5:00	Extended Care: I will have a few minutes to go to the restroom and sign in to extended care. I will have the option to play sports or participate in a club. I could also speak to my counselor or social worker about my day. I can participate in enrichment: club activities, college success, arts and crafts, poetry, and dance. I could also lead a club with one of my teachers. I even have the option to do an internship, take college classes or work.
5:00- 6:00	After enrichment, I will have an opportunity to reflect on my day and plan for my next day on my way home.

ELEMENTS 2 AND 3: MEASURABLE PUPIL OUTCOMES & METHOD BY WHICH PUPIL OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

1. ANNUAL GOALS

STANDARDIZED TESTING

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

Please refer to Element 1, *The Requirements of EC § 47605.6(b)(5)(A)(ii)*, where specific pupil outcomes are detailed and defined – schoolwide and for specific subgroups – across each of the state’s eight priorities and sub-priorities.

By July 1 each year, FIN CTE Prep will update the goals and annual actions to achieve those goals identified in Element 1, above, using the template adopted by the State Board of Education and submit a copy to the LAUSD Superintendent of Schools.

Student achievement will be assessed using multiple measures, as summarized below.

ASSESSMENT DESIGN

The student performance and outcomes take into account several assessment methods anticipated to be based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd Ed., 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Various tools and resources allow teachers to determine the most appropriate type of assessment to measure student mastery of a given content standard or competency. This method has been included based on proven successful use in elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise curriculum pacing and lesson assignments to address student needs. At no time is FIN CTE Prep complacent with the examination of assessment findings. The goal is continuous improvement to achieve the highest quality educational program possible. Staff members are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. FIN CTE Prep believes students can demonstrate their learning using multiple methods, and will strive to personalize and diversify our assessment systems to ensure authentic assessment of skills and to meet diverse student needs.

5. ASSESSMENT OF SCHOOL OUTCOME GOALS

Assessments of FIN CTE Prep's outcome goals listed above include the following:

- (1) Aggregate progress on the individual student outcomes. Student progress is held against the following standards: (a) students performing at grade level will demonstrate the equivalent of one year of academic growth each year; and (b) students performing below grade-level will demonstrate the equivalent of at least one and a half years of academic growth each year until they catch up to their grade level. In all cases, academic growth is measured based on mastery of grade level standards, as indicated by standards-aligned assessments.
- (2) Compare FIN CTE Prep's standardized test scores to those of comparable schools.
- (3) Compile FIN CTE Prep's annual attendance records and compare to comparable schools.
- (4) Identify whether the school has met annual targets (set by the state or internally via the annual LCAP) for all subgroups served.

GROWTH MEASURES: PRE- AND POST-TESTS, “AUTHENTIC” ASSESSMENTS, AND ONGOING TEACHER ASSESSMENTS

In order to effectively assess students’ academic growth over time, FIN CTE Prep utilizes several “value- added” growth measures, including school year pre- and post-tests, “authentic” assessments, and ongoing publisher and teacher assessments. At the beginning of each academic year, FIN CTE Prep will administer a diagnostic pre-test to measure each student’s strengths and weaknesses in English and mathematics. Throughout the school year, FIN CTE Prep will administer ongoing assessments to measure students’ comprehension of lessons and their level of development in specific content skills and core competencies. Teachers will look for evidence that relates to planned learning outcomes, including, specific behaviors that indicate that students have developed understanding of a particular concept and have acquired or refined a particular skill.

Ongoing teacher assessment tools include teacher-developed quizzes and tests, student self-evaluation tools, student-led conferences, teacher observations, end-of-quarter evaluations, individual logs, online course progression data, and student digital portfolios – all of which can be compiled into the student’s PLDP. Teachers will grade based on mastery using a 4 point scale derived from PBL Works rubrics.

FIN CTE Prep will also administer post-tests for English and math at the end of the year. Thus, over the course of the year we are able to assess student skills and progress multiple times: a diagnostic allows us to assess students’ initial skills upon their enrollment at the school and at the beginning of each academic year; key “check-in” points allow for ongoing assessment throughout the year; and the post- test at the end of each year measures total growth and ensures that students are making progress towards their goals.

FIN CTE Prep will use “authentic” assessments, such as student presentations of learning and universal, teacher-developed rubrics, to help measure student academic growth over time. In addition to providing, “value-added” growth measures for academic subjects, these authentic assessments also measure whether our students are achieving the social and emotional skills they need to be successful academically. Using Mastery Transcript Consortium students will create portfolios with selections of their work and include reflections on their learning in alignment with our core competencies. Students’ MTC portfolios are reviewed on a regular basis by teachers, administrators, and parents/families and ultimately will be used as part of the future applications including work and university.

Collectively, the following assessment tools will be used throughout our program to continuously monitor individual student progress as well as school wide achievement of goals:

Assessment	Purpose	Grade	Timeline
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Internally-Created Tests, Quizzes, Projects, and Performance Tasks (presentations, papers, experiments, lab reports, products, etc.)	Formative and summative measures of standards mastery across all courses/subjects.	9-12	Daily and/or weekly
Presentations of Learning (Capstones and Exhibition)	Summative assessments of content skills and core competencies for a specific course	9-12	Capstones – end of each course Exhibition – twice yearly
Publisher-Designed Assessments	Assess mastery of unit/lesson content	9-12	End of unit/end of quarter or year
MyOn Reading Assessment and/or Achieve3000	Measure lexile growth in all students to ensure progress towards grade-level mastery	9-12	Beginning and end of each school year
NWEA MAPs	National Normed-Referenced assessment in ELA and Math	9-11	September, December (optional), and June
CAASPP or CAA	State Criterion-Based Assessment in ELA and Math	11	In May
CAST Science	State Criterion-Based Assessment in	10	In May
PSAT/SAT/ACT	College admissions requirement	9-12	October, November, or December
ELPAC	Measure language acquisition	9-12	Initial: within 30 days of enrollment

			Annual: February to May
SBAC /Interim Assessment Blocks (IAB)	To support teaching and learning throughout the year	9-11	Throughout the year
Physical Fitness Test	To assist students in establishing lifetime habits of regular physical activity	9, 10	February to May

6. DATA ANALYSIS AND REPORTING

FIN CTE Prep will utilize a comprehensive student information system, such as PowerSchool, to store student information such as registration, class schedule, medical information, and emergency contacts. FIN CTE Prep will also use SchoolZilla to collect, analyze, and report a variety of data on student achievement, including disaggregated data by content strand and mastery, student subgroup, grade-level, and classroom-level analyses. FIN CTE Prep will use the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal is to foster continuous improvement to achieve the highest quality educational program that is possible. FIN CTE Prep shall use such services in compliance with the Family Education Rights and Privacy Act (FERPA).

FIN CTE Prep analyzes trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis also includes attendance rates and comparative data, as appropriate. In addition to weekly feedback from staff, FIN CTE Prep will formally survey major stakeholder groups (*e.g.*, parents, students, teachers, and partners) at least twice annually about our effectiveness and opportunities for improvement. This data is used by school leaders and staff to address challenges and areas of improvement; all results are shared with the Board and school community to ensure transparency and accountability.

REPORTING STUDENT ACHIEVEMENT DATA

FIN CTE Prep's student performance data is reported to school staff, parents, school board members and other interested community groups. Each year, diverse and detailed data is gathered in the Annual Report, which is published and disseminated to key stakeholders, including the Board of Directors administration and staff. Data is reported both in absolute scores and year-to-year gains and losses. FIN CTE Prep believes strongly in creating a two-way dialogue between the school staff and our parents/families. We know that our students are surrounded by a wide network of caring adults who are instrumental to their success. Parents, mentors, foster families, social workers, attorneys, probation officers, and other student support

providers all commit to advocating for and supporting students towards the learning goals outlined in their PLDPs. Dialogue with the teachers and administration will be ongoing for parents or mentors as they support the student through their educational journey. At student-led conferences, parents or mentors review the progress of the student, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of improving his/her performance. In some cases, students may work with their families and teachers to create behavioral or academic contracts that address problem areas and outline various strategies with attainable benchmarks. These contracts become part of the student's PLDP and serve to guide the teachers and the parents or mentors as they work together to give students the best chance of succeeding in school. Other interventions may be implemented as described above.

Our educational philosophy, curriculum, and anticipated student outcomes grow out of our experience working with youth. We believe deeply in meeting students where they are and then consistently raising the bar, understanding that school-wide standards need to be maintained in order for students to achieve academic success. Once a student realizes that they are capable of "doing the work," they become confident, insightful, and inspired learners.

7. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

We believe the purpose of "report cards" is to report progress and growth. Our progress reports communicate student grades to parents, which are based on mastery of content skills, cross-content competencies, and demonstration of the 4Cs. Teachers prepare progress reports by using insights from the following:

- (1) *Student projects and assessments*, which provide the opportunity to track growth in content skills, competencies, and the 4Cs.
- (2) *Presentations of Learning/Capstones* by the student throughout the year, which provide students with valuable opportunities to share their insights and learning, while also further developing key 21st Century Skills.
- (3) *Student-led conferences* with STAC Teams which provide opportunities for all individuals to reflect on the student's growth, as well as to set future goals.
- (4) *Online and in-person course deliverables and assessments*, which provide teachers with the opportunity to track growth in content skills.
- (5) *Exhibition*, which occurs twice per year and gives students opportunities to demonstrate mastery via projects and performance tasks that are shared with the larger FIN CTE Prep community.

Students have regular examinations, performances, projects, papers and other assignments that are graded using a conventional letter-grade system and are connected to the numerical mastery-based grades of 1-4 (i.e. 1 = I, 2 = C, 3 = B, and 4 = A). Letter grades ranging from an "A" to a "D" are given for all course credits transferred from other schools. No "F" is accepted as a pass. Letter grades ranging from an "A" to a "C" are given for all course credits earned at FIN CTE Prep. No "D" or "F" is accepted as a pass. Rather, an Incomplete (I) is given, and the student

must work toward a higher grade on the assignment. Missing work also results in a grade of Incomplete, as well as a 0 in the gradebook for Accountability. A-G courses must receive a grade of “C” or higher to meet the UC standards; therefore, if students received a “D” for passing credit at a previous school, but has opted to pursue the A-G course, they must re-take that course or complete a summative final exam to obtain a grade of “C” or higher to demonstrate mastery of the course standards. Teachers determine the deadlines for resubmission of unacceptable or missing work, as well as the consequences for non-performance. Grade point averages reflect distinctions for plus and minus grades.

Cumulative portfolios will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards are issued on a quarterly basis and are accompanied by detailed teacher narratives.

To be promoted to the next grade, a student must have a 2.0 (“C” average) grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 80 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12 for a State Minimum pathway, a student must have a minimum of 90 credits, including at least 80 credits in core courses.
- To be enrolled in grade 12 for an A-G pathway, a student must have a minimum of 150 credits, including at least 90 credits in core courses

ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

FIN CTE Prep will be an independent, direct-funded public charter school operated by Future Is Now Schools-Los Angeles (“FIN Schools-LA”), which is established as a California nonprofit public benefit corporation with pending tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.¹⁴ FIN CTE Prep will operate autonomously from LAUSD, with the exception of the supervisory oversight as required by law. Pursuant to EC § 47604(c), LAUSD shall not be liable for the debts and obligations of the FIN CTE Prep, or for claims arising from the performance of acts, errors, or omission by the school, if LAUSD has complied with all oversight responsibilities required by law. FIN Schools-LA will comply with all applicable laws and regulations regarding conflicts of interests that are applicable to public agencies and charter schools, in particular.

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the

¹⁴ Future Is Now Schools-Los Angeles is not a corporate affiliate of any other entity (i.e., no sole statutory member or the like.)

minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The Board of Directors of Future Is Now Schools-Los Angeles ("Board") will be fully responsible for the operation and fiscal affairs of the school, including, but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the CEO;
- Monitor student achievement to ensure progress toward fulfillment of the schools' mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County Board for consideration;
- Such other duties and activities as may be needed, in accordance with FIN Schools-LA's Bylaws, this charter, and all applicable laws.

MAKE-UP OF THE BOARD OF DIRECTORS

In accordance with the FIN Schools-LA's Bylaws, the Board is currently comprised of four voting directors who possess broad and diverse experience in education, law, finance, non-profit management and governance and business. Each director serves a renewable three-year term, though for the start-up founding Board, terms will be staggered as follows:

Director	Term Expires
Steve Barr, CEO	2028
Susan Estrich, Secretary	2028
Rich Leib, Treasurer	2028
Jeff Harris, Chairman	2028

Board members are selected based on their expertise and skills and their commitment to the mission and vision of FIN CTE Prep. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to seek other ways to actively engage in helping develop and overseeing FIN CTE Prep. Board members or other members of the FIN Schools-LA community may recommend the removal of a Board member pursuant to the Board of Directors’ removal policy and procedure that is set forth in the Bylaws, and so long as consistent with applicable law. Please see Element 1 for a detailed resume of each of the current Board members.

As an employee and a member of the governing body of Future Is Now Career Technical Education Preparatory, the CEO shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting the CEO’s employment.

BOARD TRAINING AND SUSTAINABILITY

The Board is committed to continuous improvement and on-going training to assist the Directors in fulfilling their responsibilities as public charter school board members. To this end, the Board will regularly undergo appropriate training and educational opportunities, both as a full Board and individually, including full Board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with governance experts. This training will include comprehensive coverage of the Brown Act and conflicts of interest applicable to public charter schools in California and Los Angeles County. New Directors will receive orientation and training as they join the Board to ensure they fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective.

FIN CTE Prep will maintain general liability and Board errors and omissions insurance policies as discussed below.

SCHOOL LEADERS AND STAFF

The Board has ultimate responsibility to oversee the program to ensure the FIN CTE Prep’s operational and fiscal success; however, FIN CTE Prep’s administrators and teachers carry out the day-to-day operations of the school. The Chief Executive Officer (CEO) of FIN Schools-LA

reports directly to the Board and supervises the Principal, who is the overall site manager of FIN CTE Prep and is responsible for implementing policy, overseeing operations, hiring and termination decisions for all staff and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal to implement the educational program. The Principal is responsible for daily supervision and evaluation of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the CEO. (See Element 6.)

LEGAL COMPLIANCE

FIN CTE Prep shall comply with all applicable federal, state, and local laws and regulations.

Notwithstanding any conflict in the bylaws or the law controlling non-profit corporations, all business of FIN CTE Prep and its Board, when conducting any of the business of or related to FIN CTE Prep, shall comply with all laws controlling charter schools, specifically including provisions of the Ralph M. Brown Act and applicable conflict of interest laws and the FIN Schools-LA's conflict of interest policy.

The Board will generally meet once per month; all meetings are noticed and held in accordance with the Brown Act. All Board meetings will be held within the boundaries of LAUSD, either at a school site or the administrative offices (in later years when FIN CTE Prep has more than one school site, Board meetings will alternate between the school sites to ensure opportunities for stakeholders at each site to attend in person). Online participation will be available within the requirements of the Brown Act. Including hosting at locations accessible to members of the public. Agendas for regular meetings will be distributed to each member of the Board and will be posted at the meeting location and at each school site (at the school site's main entrance and school office) and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings shall be posted at the meeting location and each school site on the website for public viewing at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the corporate records and available for review by the public.

FIN CTE Prep shall send to LAUSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act, as well as copies of all Board meeting minutes within one week of Board approval of the minutes. Timely posting of agendas and minutes on FIN CTE Prep's website will satisfy this requirement.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the Charter School or the corporation, the provisions of this Charter shall prevail.

FIN CTE Prep shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and EC § 47604.33.

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES AND NOTIFICATIONS

In accordance with EC § 47604.3, FIN CTE Prep shall promptly, within 72 hours respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from LAUSD, or from the Superintendent of Public Instruction (SPI) and shall consult with LAUSD, or the SPI, regarding any inquiries.

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

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

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

NOTIFICATION OF THE DISTRICT

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

FEDERAL PROGRAM COMPLIANCE

As a condition of receiving federal funds, FIN CTE Prep agrees to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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

FAMILY AND COMMUNITY/STAKEHOLDER INVOLVEMENT

FIN CTE Prep is committed to engaging parents, guardians and other adult mentors and supporters into school life as much as possible. As a CTE Prep a number of adults will play a significant role in our students' development, both in terms of academic success and college/career pursuits, but also in terms of students' psycho-social development, physical well-being and general welfare. All adults on campus will be background checked and vetted to ensure student safety.

Although parent/guardian involvement is encouraged, parents/guardians will be informed in application and enrollment materials and the Student Handbook that parent/guardian involvement in school life or volunteering is not a requirement for acceptance to, or continued enrollment at, FIN CTE Prep. Furthermore, in accordance with EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, FIN CTE Prep will not mandate parent/guardian volunteer hours as a criterion for admission or continued enrollment.

FIN CTE Prep is responsible for screening of volunteers for the protection of students. Registered sex offenders under Section 290 of the Penal Code may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present and who will be unsupervised by certificated personnel at any time, must submit to a criminal background check pursuant to EC § 45125. All volunteers who work on campus must comply with applicable TB testing requirements.

Volunteer opportunities include joining FIN CTE Prep's School Site Council and English Learner Advisory Committee (if FIN CTE Prep serves more than 21 EL students).

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

If FIN CTE Prep enrolls more than 21 ELs, the school will establish an English Learner Advisory Committee (ELAC). Parents of ELs will comprise at least the same percentage of the ELAC membership as ELs constitute the school's student population. Other members of the ELAC may include other parents, school staff, and community members. The ELAC is responsible for advising the Principal and staff on programs and services for EL students and advising the School Site Council (SSC) on development of the School Plan for Student Achievement (SPSA). The ELAC will also assist the school in the development of the school's needs assessment and ways to help parents become aware of the importance of regular school attendance. FIN CTE Prep will comply with all applicable requirements regarding the composition of the ELAC, elections, and training.

SCHOOL SITE COUNCIL (SSC)

If FIN CTE Prep operates a program that requires a SPSA, the school will establish an SSC made up of the Principal, teachers, other school personnel, parents or other community members, and students (if applicable). FIN CTE Prep will comply with all applicable requirements regarding selection of the SSC members, including but not limited to Assembly Bill 716 (2018). The SSC shall develop the content of the SPSA, and may advise the school on other issues as requested by the FIN CTE Prep Board from time to time.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."
[EC § 47605.6(b)(5)(F)]

EQUAL EMPLOYMENT OPPORTUNITY

FIN CTE Prep believes that all persons are entitled to equal employment opportunity. FIN CTE Prep 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.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

QUALIFICATIONS OF SCHOOL EMPLOYEES

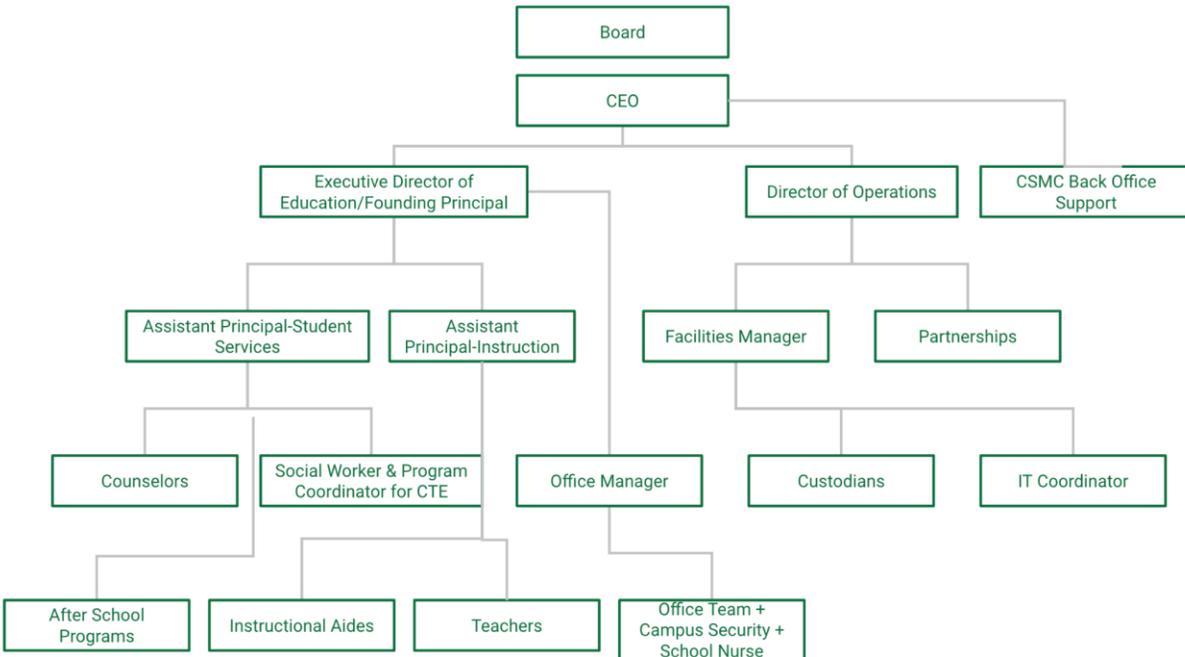
FIN CTE Prep will ensure that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at FIN CTE Prep will be required to meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board and/or the CEO. The number, type, mix, and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to EC § 45125 and must comply with applicable TB testing requirements.

FIN CTE Prep will adhere to ESSA requirements with respect to teachers and paraprofessional employees. Teachers will be required to meet the credentialing requirements set forth in EC § 47605.6(1). Teachers will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

ORGANIZATIONAL CHART

The organizational chart sets forth staff roles, who serve ultimately under the direction of Future Is Now Schools-Los Angeles Board of Directors. With our “slow growth” model of start-up Year 4, we have provided an initial Organizational Chart (225 students, one site). Our Organizational Chart will likely change as the FIN CTE Prep program grows.

A. CENTRAL OFFICE STAFF



CHIEF EXECUTIVE OFFICER (CEO)

REPORTS TO: BOARD OF DIRECTORS

The Board of Directors is responsible for selecting the CEO. The CEO provides general oversight of FIN CTE Prep. FIN CTE Prep anticipates that the CEO's time will be split between the entities on a 50-50 basis between the school and the nonprofit. The CEO serves as a member of the Board of Directors of Future Is Now Schools – Los Angeles. Future is Now is a separate, unaffiliated nonprofit. At least initially, the CEO will also be employed by Future is Now in support of its advocacy activities.

The CEO is also responsible for FIN CTE Prep's overall performance and success in fulfilling the goals stated within its vision and mission. The CEO focuses on the broader mission of the school, including evaluation of the schools' effectiveness, facilities development, fundraising, community relations, strategic planning and implementation of the Board's objectives, and the other duties described below.

The CEO is responsible for:

- Overseeing charter petition development, renewals, and any necessary material revisions in partnership with the LAUSD Board
- Ensuring that the school enacts its Board-approved vision and mission
- Leading the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance, including compliance with the Brown Act
- Developing a strategic operational and development plan in consultation with the Board

- Managing all fiscal and business operations including annual budgets for the Charter School, including overseeing back-office and management systems, and providing to the Board any other required reports (including annual audit);
- Hiring, supervising, coaching, and evaluating school Principal and lead staff, including holding school leaders accountable for attaining ambitious student achievement goals and fulfilling FIN CTE Prep's mission
- Hiring, supervising and evaluating all central office staff
- Making hiring and termination decisions regarding all school site personnel in collaboration with Principal
- Overseeing initial student outreach and recruitment for each new school site, school lotteries and admissions
- Consulting regularly with school site Principal regarding student and staff performance
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and local policies and all reporting requirements
- Participating in dispute resolution procedures and complaint procedures when necessary
- Participating in suspension and expulsion decision-making process, as needed
- Presenting independent fiscal audit annually to the Board and appropriate district, county and state agencies
- Leading relations with school districts, counties, and other local educational agencies
- Leading development and implementation of partnerships with industry, college and community service organizations

Minimum Qualifications:

The ideal candidate for this role embraces servant-leadership as well as a thoughtful approach to strategic planning and organizational leadership.

- Hold a Bachelor's degree
 - At least seven years of prior executive experience as a successful leader of a related nonprofit organization and/or organization
 - Proven track record of growing organizational capacity and programmatic impact
 - Strong passion for the mission and programs of Future Is Now Schools CTE Prep
 - Proven abilities and experience in fiscal management and preparing and securing Board approval for a complex budget
 - Passion for creative program creation and organizational funding growth
 - Ability to review current organizational programs/structures and make recommendations that empower programmatic refinements
 - Capacity to excel at influencing and leading an organization towards positive growth
 - Capable of designing and directing strategies that enhance and support organizational operations
 - Knowledge of how to foster an environment of accountability, healthy work relationships and partnerships, and inclusivity among organizational staff in order to maintain a positive and collaborative work environment

- Experience in creating and establishing clear, measurable business goals
- Outstanding communication skills and ability to work well with media, staff, and the community

DIRECTOR OF OPERATIONS

The Director of Operations is responsible for:

- Work closely with the principal, Director of Instruction and Student Support Services to effectively set and manage school priorities and strategies for success
- Thought partner to principal in managing school-site operations
- Serve as liaison with the school to ensure implementation/communication of best practices in school operations
- Manage IT, Facilities and Custodian teams
- Manage vendor, Department of Education, consultant, and partner communications and agreements
- Managing renovations
- Transportation
- Community Engagement, Events, and Communications
- Student Recruitment and Enrollment
- Build, maintain, and strengthen relationships with families, colleagues, and our neighboring communities to ensure student success
- Maintain a high-standard of operational efficiency
- Engage in short-term and long-term thinking on best operational practices using data, experience, and best practices to shape every aspect of our operations
- Build replicable processes and systems that exceed recruitment and community engagement outcomes, building a sense of community within our schools
- Maintain a balanced budget (as approved by the Board) and monitor all revenues and expenses in collaboration with CEO, Principal and back-office services provider
- Serves as the agency's Custodian of Records.

Minimum Qualifications:

- Bachelor's Degree, graduate level degree preferred.
- Minimum of five years' experience
- Prior experience within a school setting is desired.
- Related certificates, training and experience preferable
- Minimum of two years supervisory or managerial experience

B. SCHOOL SITE STAFF

The following job descriptions have been developed for school site staff.

**POSITION: EXECUTIVE DIRECTOR OF EDUCATION AND FOUNDING PRINCIPAL
CEO**

REPORTS TO:

Essential Duties & Responsibilities:

- Embody, advocate and operationalize the mission, vision and strategic direction of the school.
- Provide instructional and operational leadership to achieve school goals.
- Create, monitor and be held accountable for sustaining a school culture of academic rigor and comprehensive wrap-around support through clear expectations and continuous collaboration with students, families, faculty, staff and external partner organizations and agencies.
- Develop school systems and structures that will maximize student learning for the students served by FIN CTE Prep.
- Draft for Board approval and ensure consistent implementation of school policies including Health & Safety, Discipline, Employment, Student Handbook and other policies.
- Ensure school compliance with all applicable laws, regulations, authorizer policies and charter terms.
- Serve as primary point of contact with charter school authorizer and other entities (CA Department of Education, local districts, CA Charter Schools Association, etc.)
- Manage the development of the EL Master Plan and Consortium in the future. Oversee the EL Specialist, reclassification and EL Progress until the Director of Instruction is hired and trained.
- Manage daily operations, facilities, safety, and administrative processes for school including overseeing school site operational staff (office, custodial, etc.)
- Recruit, hire, train, supervise and evaluate all faculty and staff; as needed, recommend dismissals for CEO approval.
- Develop and implement a comprehensive professional development program for all faculty and staff and providing regular ongoing observations and coaching.
- Continuously evaluate schoolwide, grade level, subgroup, classroom and individual student academic achievement through detailed data analysis; facilitate continuous data reviews with faculty and report regularly to the Board on progress towards school goals.
- Lead and oversee groups, stakeholder groups (e.g., School Site Council, English Learner Advisory Committee), and community partnerships (community colleges, business/industry partners, social service organizations, government agencies, etc.).
- Maintain a balanced budget (as approved by the Board) and monitor all revenues and expenses in collaboration with CEO and back-office services provider
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school.
- Lead annual strategic planning, goal-setting, and external reviews with stakeholder input (including LCAP, WASC, School Site Plan, etc.) for Board approval.

Minimum Qualifications:

- Hold a Bachelor's degree
- Administrative credential (preferred) or Master's degree in Education
- Prior school administrative experience, preferably at the secondary school level, with demonstrated school leadership and vision
- Substantial teaching experience at the secondary school level, which includes a minimum of three years teaching in urban areas with marked success and quantifiable and objective student performance gains
- A passion for improving opportunities for disadvantaged youth and driving education reform
- Demonstrated experience with at least four of the following:
 - implementing educational programs including data-driven differentiation of instruction, culturally relevant pedagogy, social justice themes, using technology for instruction, career technical education and trauma-informed education/services
 - leadership, management and team building skills
 - working in an urban school setting and/or working with foster, homeless and other significantly "at-risk" adolescents
 - working in an entrepreneurial environment
 - managing budgets
 - creating and implementing policies
- Excellent interpersonal communication and writing skills
- Bilingual (English/Spanish) a plus

POSITION: ASSISTANT PRINCIPAL- PUPIL SERVICES(STARTING YEAR 2) REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- Collaborate with the Principal in providing instructional leadership for the success of the school.
- Embody, advocate and operationalize the mission, vision and strategic direction of the school.
- Help create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators.
- Support the development of school systems and structures that will maximize student learning.
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format.
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

Minimum Qualifications:

- Hold a Bachelor's degree
- Administrative credential (preferred) or Master's degree in Education
- Have demonstrated school leadership and vision
- Teaching experience at the secondary level, which includes a minimum of three years teaching in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages.
- A passion for improving urban high schools and driving education reform
- Experience working with students of diverse backgrounds and socioeconomic status.
- Teaching career should include at least three years of teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages.
- Proven ability to work collaboratively with a diverse team of teachers.
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Experience of working in a trauma-informed school environment desirable
- Bilingual (English/Spanish) highly desirable.

**POSITION: ASSISTANT PRINCIPAL-INSTRUCTION
PRINCIPAL**

REPORTS TO:

Essential Duties & Responsibilities:

- Remain knowledgeable in the current thinking and research in the various academic areas and translate the research findings into classroom strategies appropriate to the educational needs of students.
- Provide and coordinate professional development activities for teachers, support staff, and administration.
- Promotes curriculum improvement and ensures that instructional programs and courses are implemented consistently with the Common Core State Standards.
- Coach and develop teachers on how to design rigorous and relevant formative and summative assessments to effectively measure progress and mastery.
- Facilitate the long-range planning of educational technology.
- Support teachers with curriculum maps and alignment to the state standards.
- Maintain and properly disperse a budget that supports curriculum and instruction, technology, staff development, instructional materials, and state and federal grants.
- Supervise and maintain quality programming in the gifted/talented and Title I programs.
- Research and recommend quality instructional materials for the District's programs.
- Promote the reputation of the district through attendance and participation in local, area, and state-wide educational conferences and activities.
- Report regularly to the Administrative Team on the condition of the curricular and instructional programs.
- Manage the development of the EL Master Plan and Consortium in the future. Oversee the EL Specialist, reclassification and EL Progress.
- Perform all other duties as assigned by the Principal.

Minimum Qualifications:

- Possess and maintain a valid California secondary teaching credential.
- Experienced coaching teachers towards strong, data-supported results.
- Strong content knowledge and management.
- High expectations on personal and team performance.
- Flexible to changing priorities and conditions.
- Demonstrate initiative and creativity.
- Communicates in an inspiring way.
- Organized, detailed oriented, with purposeful follow through.
- Communicate clearly and effectively both verbally and in writing.
- Strong interpersonal skills with students, parents, colleagues, and community members.
- Possesses successful classroom teaching experience in an urban setting.
- Reflective about personal strengths and weaknesses and able to effectively balance confidence with humility.
- Understanding of the nuances of urban school environments and school culture.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed.
- 3+ years of teaching experience in a high-performing school

**POSITION: COORDINATOR OF CAREER TECHNICAL EDUCATION (YEAR 2)
PRINCIPAL**

REPORTS TO:

Essential Duties & Responsibilities:

- Develop, coordinate and continuously appraises and evaluates a Career Technical Education program, and alternative education programs, to achieve the established goals of preparing students for post-secondary education and/or career.
- Ensure alignment with the California CTE Model Curriculum Standards
- Develop workshops to include resume preparation, job-search strategies, career information technology including Internet links, interview skills, and experiential learning preparation.
- Form ongoing industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.
- Develop positive constructive relations with students, staff and parents.
- Assist students with career exploration and guidance.
- Report data tied to grant management.

Minimum Qualifications:

- Passionate about improving public education to help all children reach their potential
- Must hold a Career Technical credential.
- Must hold a current California Teacher Credential or Pupil Personnel Services Credential.
- Bachelor's Degree plus successful completion of applicable state mandated examinations
- Minimum of five years secondary teaching or counseling experience.
- Strong background in career technical education
- Excellent verbal and written communication skills are essential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Demonstrated leadership ability and expertise in interdisciplinary instruction.
- Understanding of data analysis.
- Minimum three years of urban teaching preferred.

POSITION: TEACHERS (8 IN YEAR 1, GROWING WITH ENROLLMENT) REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- FIN CTE Prep teachers will work tirelessly to see student academic growth
- Will be committed to continuously improving their skills as an effective educator
- Work closely with the Principal to develop and implement strategies for all students success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Complete lesson plans and submit to Principal in a timely manner.
- Planning and delivering thorough, challenging, standards-based lessons that ensure all students master required content.
- Assessing students daily through informal measures including but not limited to formal tests and quizzes.
- Assist in student arrival and departure, transitions between class periods, and lunch periods.

Minimum Qualifications:

- Bachelor's Degree plus successful completion of applicable state mandated examinations
- Passionate about improving public education to help all children reach their potential
- Must hold a single subject credential.
- Must hold a CLAD/BLCAD, SB1969, and or equivalent credential. Out of State candidates must acquire a CLAD.
- Passionate about improving public education to help all children reach their potential
- Solid knowledge of subject matter
- Excellent verbal and written communication skills are essential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.

POSITION: SPECIAL EDUCATION TEACHER / RESOURCE SPECIALIST (1 IN YEAR 1, GROWING WITH ENROLLMENT) REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- FIN CTE Prep teachers will work tirelessly to see student academic growth.
- Will be committed to continuously improving their skills as an effective educator
- Work closely with the Principal to develop and implement strategies for all students' success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Complete lesson plans and submit to Principal in a timely manner.
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content.
- Assessing students daily through informal measures including but not limited to formal tests and quizzes.
- Assist in student arrival and departure, transitions between class periods, and lunch periods.
- Effective evaluation, assessment, and specialized instructional techniques to drive student learning.
- Use data, technology and innovative teaching methods to monitor growth and student progress toward Individual Education Program (IEP) goals.
- Drive classroom learning and prepare all scholars to succeed in life after high school.
- Manage caseload of scholars with an IEP by ensuring that all IEPs are thoroughly compliant and serve as a true roadmap for a student's achievement outcomes.
- Collaborate with others to write IEPs.
- Hold robust IEP meetings with all team members as active contributors.
- Maintain up-to-date documentation on all students.
- Partner with related service providers to ensure high-quality services for students.
- Ensure that all school, LAUSD, county, state, and federal Special Education requirements, including accommodations and modifications for scholars with disabilities, are followed.
- Maintain up-to-date information on students with IEPs.
- Provide direct services to students in a variety of settings and content areas.
- Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires students to learn.

Minimum Qualifications:

- Bachelor's Degree plus successful completion of applicable state mandated examinations
- Passionate about improving public education to help all children reach their potential
- Must hold a CLAD/BLCAD, SB1969, and or equivalent credential. Out of State candidates must acquire a CLAD.
- State of California Credential in Special Education
- Must hold a single subject credential. Candidates for Grade 6 positions may hold a multi-subject credential.

- Passionate about improving public education to help all children reach their potential
- Solid knowledge of subject matter
- Excellent verbal and written communication skills are essential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.

**POSITION: ENRICHMENT TEACHERS (1 IN YEAR 1, GROWING WITH ENROLLMENT)
PRINCIPAL**

REPORTS TO:

Essential Duties & Responsibilities:

- FIN CTE Prep teachers will work tirelessly to see student academic growth.
- Will be committed to continuously improving their skills as an effective educator
- Work closely with the Principal to develop and implement strategies for all students success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Complete lesson plans and submit to Principal in a timely manner.
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content.
- Assessing students daily through informal measures including but not limited to formal tests and quizzes.
- Assist in student arrival and departure, transitions between class periods, and lunch periods.

Minimum Qualifications:

- Bachelor's Degree plus successful completion of applicable state mandated examinations
- Passionate about improving public education to help all children reach their potential
- Must hold a single subject credential.
- Must hold a CLAD/BLCAD, SB1969, and or equivalent credential. Out of State candidates must acquire a CLAD.
- Passionate about improving public education to help all children reach their potential
- Solid knowledge of subject matter
- Excellent verbal and written communication skills are essential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.

**POSITION: INSTRUCTIONAL AIDES
PRINCIPAL**

REPORTS TO:

Essential Duties & Responsibilities:

- Assist teachers or other certificated employees with students.
- Presenting educational information to students in a specialty area of expertise.
- Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills.
- Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students.
- Provides explanation to students regarding assigned computer activities.
- Arranging and conducting educational visits related to instructional activities.
- Conducting group activities related to physical education, music and other arts, and other subjects.
- Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.
- Correcting student papers and/or advising students regarding improvement of work products.

Minimum Qualifications:

- High School diploma or equivalent
- Associate's Degree or Bachelor's Degree preferred.
- Experience in using various computers and computer programs.
- Experience working with students is desired.

**POSITION: DIRECTOR OF COUNSELING & STUDENT SUPPORT
PRINCIPAL**

REPORTS TO:

Essential Duties & Responsibilities:

- Provide leadership and direction for a dedicated staff of mental health practitioners as they support students through direct service, outreach, consultation, and crisis intervention.
- Provide leadership to ensure implementation of a comprehensive school counseling program.
- Hire qualified, diverse school counselors and social workers.
- Supervision and evaluation of school counselors and social workers.
- Assess the professional development needs of school counselors and social workers.
- Integrate school counseling programs with the total educational curriculum of the school.
- Implement programs and services leading to student success and achievement with school staff members, parents, district and state-level staff, school board members and the community.
- Implement programs to eliminate barriers to access and equity to a rigorous education for all students.
- Collaborate with adult learning experts to ensure regularly scheduled professional development, consultation and supervision for the continuous improvement of the school counseling program.
- Implement crisis response procedures.
- Develop and manage assigned budget(s), expenditures, fund balances and related financial activities.

Minimum Qualifications:

- Demonstration of exemplary counseling and communication skills.
- Master's degree, PhD preferred but not required. PPS credential required.
- At least three years' experience supervising, training, and evaluating graduate-level interns and trainees.
- Licensed as a mental health care provider by the State of California.
- Experience counseling in an urban school district with students of diverse backgrounds and socioeconomic statuses preferred.
- Experience with working with foster youth, trauma preferred.
- Experience with project management

POSITION: COUNSELORS (1 IN YEAR 1, GROWING WITH ENROLLMENT) REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- Promote student development and achievement in addition to advocating and leading in advancing the concerns of students while representing the mission and core values of the organization.
- Facilitate transitions and counsel students toward the realization of their full potential.
- Develop, collect, analyze and interpret data to determine student's best educational options and support a cycle of continuous improvement.
- Organize and integrate the pre-college guidance and counseling component into the school, with activities such as developing a visible, year-round college awareness campaign, including collateral, slogans, and the promotion of events and activities and also promoting A – G awareness not only among students but also families
- Manage Dual Enrollment programs
- Recognize, appreciate, and serve cultural differences and the special needs of students and families.
- Demonstration of appropriate ethical behavior and professional conduct in the fulfillment of the role and responsibilities to promote a culture of growth and collaboration.
- Collaborate with the school's leadership team in establishing the school's mission and provide leadership for the ultimate academic success of the school.
- Facilitate intervention and prevention programs.
- Refer students to psychologists and other resources.
- Maintain resource database.
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

Minimum Qualifications:

- Bachelor's Degree, Master's degree or higher preferred but not required. PPS credential required.
- Demonstration of exemplary counseling and communication skills.
- Experience counseling in an urban school district with students of diverse backgrounds and socioeconomic statuses preferred.
- Experience with childhood trauma, moderate to severe students highly desired.

**POSITION: SOCIAL WORKERS (1 IN YEAR 1, INCREASING WITH ENROLLMENT) REPORTS TO:
PRINCIPAL**

Essential Duties & Responsibilities:

- Provide social work counseling to students and parents.
- Provide psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations.
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention.
- Consult with teachers, administrators, and other school staff regarding social and emotional needs of students.
- Participate in case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies.
- Make referral to public or private agencies with appropriate follow-up.
- Serve as a liaison between school, family and community resources.
- Serve as a source of information regarding community resources.
- Maintain resource database.
- Maintain appropriate school records and provides written reports and communications.
- Participates in the Individual Education Plan (IEP) process as required.
- Supervise student social work interns.

Minimum Qualifications:

- Bachelor's Degree; Master's degree or higher preferred but not required.
- Possession of Licensed Clinical Social Worker (LCSW) and of a valid California Credential authorizing pupil personnel services as a school social worker (K-12).
- Evidence in-depth knowledge of special education programs, with in-depth experience working with individuals with exceptional needs.
- Understanding of the IEP process, the State of California Special Education References, and Federal guidelines.
- Knowledge of current state law/regulations regarding high school proficiency standards.
- Leadership skills in working with individuals and groups (i.e. initiating individual or group discussion, listening, clarifying and facilitating interactions and sharing of ideas).
- Ability to prepare social and family histories and cooperate on the formulation of committee reports; social work case reporting and writing skills.
- Ability to counsel students, parents, staff and lay persons individually and in groups.
- Skills in conducting effective meetings and conferences (including the resolution of disagreements).
- Skills in socio-environmental analysis and diagnosis of students with challenges.
- A knowledge of community resources; skill in communicating concepts and information accurately orally or in writing, including formal statistical reports.
- Ability to demonstrate effective liaison relationships with parents, schools, and agencies.
- Ability to coordinate activities from many sources for the benefit of an individual student, and to make arrangements for groups of students; ability to aid in program development.
- Skills in supervising and motivating school social work interns.
- Experience with childhood trauma, moderate to severe students highly desired.
- Possession of a valid California driver's license.

POSITION: SCHOOL NURSE (YEAR 1/ CONTRACTED SERVICE; EMPLOYEE IN YEAR 2)
REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities

- Delivery and coordination of basic health services
- Provide basic First Aid to students and assessment
- Assess and evaluate ill students during the school day and provide the appropriate care and/or make referrals as needed
- Coordination of annual screenings
- Conduct and/or coordinate annual screenings (e.g. vision, hearing, dental hygiene)
- Follow-up with re-screenings as needed
- Health counseling and support for individual students and families
- Provide health counseling and support to students with acute and chronic illnesses
- Creation and maintenance of individual health care plans for students
- Administration of specialized care required during school hours
- Education for students about self-maintenance
- Coordination and distribution of health resources and information for students & families
- Develop and maintain community health partnerships and a provider database
- Create referral manuals for parents and family members
- Work with Special Education Coordinator, IEP and 504 teams to provide input and support for intervention strategies
- Maintain constant communication with parents and family members
- Distribution of packets of materials sent home to parents
- Constant communication and follow-up with parents on specific health concerns
- Training and education for parents as needed
- Communicate with parents/guardians regarding their students' health
- Educational training and programming for students to address needs pertaining to basic hygiene, health prevention, etc.
- Maintenance of Medication Administration Folders
- Monitor, train, and assist school personnel to comply with medication policies
- Maintain individual student health folders
- Collect and manage all necessary information pertaining to a student's immunization history and hearing and vision screenings
- Training and support for staff on Basic First Aid training
- Ensure that several school staff members have the proper training to administer emergency care (e.g. CPR, etc.)
- Provide staff with information about students requiring specific health attention or care

Minimum Qualifications:

- At least 2 years of work experience as a full-time registered nurse, school experience preferred
- Bachelor's Degree
- Valid RN license in the State of California
- State of California School Nurse Credential
- Basic Life Support Certification/CPR certified
- Knowledge of Medicaid documentation and reimbursements

POSITION: OFFICE MANAGER

REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- Developing and implementing clerical and administrative procedures for smooth daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Secure substitute teachers for teacher absences.
- Monitors student attendance.
- Coordinates meal program.
- Make follow-up calls with families when needed.
- Bilingual translation and communication with parents and community.
- Ordering and purchasing office and classroom supplies and vendor management.
- Maintain school calendar

Minimum Qualifications:

- Minimum three years' relevant experience as an Office Manager or in a school environment
- Believe in the school mission that all students should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Have some experience with office technical procedures or willingness to learn
- Be organized
- Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership)
- College degree preferred
- Bilingual in Spanish and English Oral and Written Proficiency Required

POSITION: OFFICE ASSISTANTS (ONE ASSISTANT FOR YEAR 1, GROWING WITH ENROLLMENT)
REPORTS TO: OFFICE MANGER

Essential Duties & Responsibilities:

- Greet visitors to the school; determine the nature of their business and direct visitors to their destination
- Clerical tasks such as filing, copying, distributing mail, answering telephone calls
- Coordinate and assist with breakfast and lunch service
- Make follow-up calls with families when needed
- Bilingual translation and communication with parents and community
- Serve as a liaison between the school and families
- Communicate important information to parents

Minimum Qualifications:

- Minimum two years' experience in an office environment or in customer service.
- Believe in the school mission that all students should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Have some experience with office technical procedures or willingness to learn.
- Prior experience within a school setting is preferred.
- Be organized
- College degree preferred
- Bilingual in Spanish and English Oral and Written Proficiency Required

POSITION: DIRECTOR OF OPERATIONS (1 IN YEAR 1, 2ND ADDED YEAR 3 DEPENDING ON ENROLMENT)
REPORTS TO: CEO

Essential Duties & Responsibilities:

- Work closely with the principal to effectively set and manage school priorities and strategies for success
- Thought partner to principal in managing school-site operations
- Serve as liaison with the school to ensure implementation/communication of best practices in school operations
- Manage IT, Facilities and Custodian teams
- Vendor, DOE, consultant, and partner communications and agreements
- Managing renovations
- Transportation
- Community Engagement, Events, and Communications
- Student Recruitment and Enrollment
- Build, maintain, and strengthen relationships with families, colleagues, and our neighboring communities to ensure student success
- Maintain a high-standard of operational
- Engage in short-term and long-term thinking on best operational practices using data, experience, and best practices to shape every aspect of our operations
- Build replicable processes and systems that exceed recruitment and community engagement outcomes, building a sense of community within our schools.
- Maintain a balanced budget (as approved by the Board) and monitor all revenues and expenses in collaboration with CEO, Principal and back-office services provider

Minimum Qualifications:

- Bachelor's Degree, graduate level degree preferred.
- Minimum of five years' experience
- Prior experience within a school setting is desired.
- Related certificates, training and experience preferable
- Minimum of two years supervisory or managerial experience

POSITION: IT COORDINATORS (YEAR 2, GROWING WITH ENROLLMENT) REPORTS TO: DIRECTOR OF OPERATIONS

Essential Duties & Responsibilities:

- Coordinate and maintain technology, including maintenance, operation and management of school network and hardware
- Coordinates and/or provides training to school staff in network and software use
- Assists with the planning, design and installation of future network expansions as growth demands.
- Performs all functions and procedures necessary to install and maintain school network hardware and software, including PowerSchool
- Configures local workstations as needed
- Develops and maintains network procedures to ensure regular system backups on a timely basis
- Maintains inventory of hardware and related peripherals
- Organizes technology resources for easy accessibility by students and staff
- Ensures software in the school is properly licensed and maintains related records
- Establishes and/or maintains network security
- Works with the school leadership committee to create a technology budget. Makes the technology budget recommendation to school administration

Minimum Qualifications:

- Bachelor's Degree in Computer Science or Information Technology preferred.
- Certifications are a plus
- Minimum of three years in technology support capacity
- Successful technical training or experience administering local area networks.
- Considerable working knowledge of computer operating systems.
- Prior experience within a school setting is desired.

POSITION: CAMPUS AIDE/SECURITY

REPORTS TO: PRINCIPAL

Essential Duties & Responsibilities:

- Controls the entrances and exits of visitors, students, and employees; meets and greets students, staff, and public in a positive manner.
- Monitors various areas of school grounds using multiple security cameras; maintains an awareness of vehicles entering and leaving school grounds
- Provide visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site
- Ensure that school property is secure and locked when appropriate
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Intervenes to halt or prevent fights, disturbances or other incidents and diffuse threatening or confrontational situations between students or others.
- Provide safety escorts for student, staff, faculty and guests when requested
- Provide general campus supervision before, during and after school
- Direct campus visitors to the appropriate parties and prevent unlawful loitering
- Provide security for parking areas and supervise restroom and locker areas
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events.
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation and reports as established by school site personnel.
- Assist with minor discipline issues
- Other administrative duties and projects as assigned

Minimum Qualifications:

- High school diploma or general education degree (GED)
- A minimum of 2 years of experience in security is required. School experience is preferred.
- School Security Certification as may be required by SB 1626 and EC § 38001.5
- Ability to interpret and enforce rules and regulations
- Knowledge of applicable municipal and state codes as related to school campuses and student conduct.
- Knowledge of laws pertaining to juveniles
- Knowledge of controlled substances and their effect upon behavior
- Knowledge of intervention and prevention programs desirable
- Availability for off -hour on-call support
- Ability to supervise and direct students in a friendly, unemotional manner
- Ability to work cooperatively and effectively with faculty and staff, and parents
- Possess basic level computer skills
- Ability to write complete and concise reports
- Ability to resolve matters with discretion and diplomacy
- A valid Driver's License and clean record
- Candidates must be CPR and First-Aid certified

**POSITION: FACILITIES MANAGER
OPERATIONS**

REPORTS TO: DIRECTOR OF

Essential Duties & Responsibilities:

- Demonstrated knowledge or experience of engineering, plant operations, maintenance and management, and school safety
- Ability to plan, manage, and direct all phases of the facilities operations
- Demonstrated skills in personnel management
- Technology proficient
- Proven ability to interface with levels of staff and administration
- Oral and written communication skills
- Knowledge of Building systems
- Knowledge of Plumbing systems
- Knowledge HVAC systems
- Knowledge of Electrical systems
- Monitors the use, maintenance, and replacement of capital equipment
- Ensures that maintenance and custodial staff are familiar with procedures in dealing with misconduct/conflicts
- Participates in relevant professional growth experiences which expand knowledge of operating the department

Minimum Qualifications:

- High School Diploma
- 2 Year College/Technical Certification –Desired
- 3-5 Years' Experience as Facilities Supervisor/Manager
- Basic Computer Skills, Microsoft Outlook, Word and Excel
- Experience in public education preferred
- Ability to lift 45 lbs, climb stairs or ladder
- Availability for off -hour on-call support

POSITION: CUSTODIAN

REPORTS TO: DIRECTOR OF OPERATIONS

Essential Duties & Responsibilities:

- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day.
- Set up and clean the dining area before, between, and during breakfast and/or lunch periods.
- Respond to emergency cleanups during the day, such as clogged drains and spills.
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn.
- Set up and arrange furniture for assemblies, meetings and special events.

Minimum Qualifications:

- High School Diploma
- 2 Year College/Technical Certification –Desired
- 3-5 Years' Experience in educational setting preferred
- Basic Computer Skills, Microsoft Outlook, Word and Excel
- Ability to lift 45 lbs, climb stairs or ladder

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” [EC § 47605.6(b)(5)(G)]

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

FIN CTE Prep shall adopt policies and procedures for response to natural disasters and emergencies, including, but not limited to, fires, earthquakes, floods, environmental hazards, terroristic threats, and active shooter situations. Procedures shall include strategies and actions for prevention/mitigation, preparedness, response, and recovery. FIN CTE Prep will operate in facilities that have received state Fire Marshal approval and that have been evaluated by a

qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard (or equivalent evidence of facility safety).

FIN CTE Prep shall test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Fire drills will be conducted as required under EC § 32001 and earthquake drop procedures shall be practiced in accordance with EC § 32282(a)(2)(B)(i).

COMPREHENSIVE SCHOOL SAFETY PLAN

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- *Child abuse reporting procedures*
- *Routine and emergency disaster procedures*
- *Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations*
- *Procedures to notify teachers of dangerous students pursuant to Education Code section 49079*
- *A discrimination and harassment policy consistent with Education Code section 200*
- *Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable*
- *Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School*
- *A safe and orderly environment conducive to learning at the Charter School*
- *The rules and procedures on Charter School discipline*
- *Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.*

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Pending student interest, funds availability and facilities, FIN CTE Prep will offer an athletic program that is open to participation by FIN CTE Prep students. FIN CTE Prep shall distribute information sheets regarding concussion and sudden cardiac arrest to athletes prior to the start of the athletic season. Copies also will be available in the school office. On a yearly basis, both information sheets must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

FIN CTE Prep's Suicide Prevention Policy for all grades meets the requirements of EC § 215 and of California Bill 2246. Suicide is a leading cause of death among youth; as a school designed some of our community's most vulnerable youth, we are particularly attuned to

students' mental health and welfare. School personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, FIN CTE Prep shall adopt a policy on student suicide prevention intervention, and postvention¹⁵ in consultation with the Director of Counseling and Student Support, administrators, teachers, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. As appropriate, the measures and strategies detailed in the policy shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are LGBTQ youth.

Pursuant to SB 972, all student identification cards will be printed with the telephone number for a suicide prevention hotline or the Crisis Text Line. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies.

(According to the Suicide Prevention Resource Center (<http://www.sprc.org/comprehensive-approach/postvention>): "Postvention is a term often used in the suicide prevention field. The definition below is from the U.S. national guidelines developed by the Survivors of Suicide Loss Task Force.

[Postvention is] an organized response in the aftermath of a suicide to accomplish any one or more of the following:

- To facilitate the healing of individuals from the grief and distress of suicide loss
- To mitigate other negative effects of exposure to suicide
- To prevent suicide among people who are at high risk after exposure to suicide (p. 5)."

Survivors of Suicide Loss Task Force. (2015, April). *Responding to grief, trauma, and distress after a suicide: U.S. National Guidelines* (p. 1). Washington, DC: National Action Alliance for Suicide Prevention. Retrieved from <http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/NationalGuidelines.p>)

HUMAN TRAFFICKING PREVENTION RESOURCES

¹⁵ According to the Suicide Prevention Resource Center (<http://www.sprc.org/comprehensive-approach/postvention>): "Postvention is a term often used in the suicide prevention field. The definition below is from the U.S. national guidelines developed by the Survivors of Suicide Loss Task Force.

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(Survivors of Suicide Loss Task Force. (2015, April). *Responding to grief, trauma, and distress after a suicide: U.S. National Guidelines* (p. 1). Washington, DC: National Action Alliance for Suicide Prevention. Retrieved from <http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/NationalGuidelines.pdf>)

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

FIN CTE Prep shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through the Student Handbook and other appropriate means, of FIN CTE Prep’s rules related to bullying, the manner in which incidents or threats may be reported, and the consequences for engaging in bullying. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and FIN CTE Prep’s uniform complaint procedures. FIN CTE Prep shall annually make available the online training module developed by the CDE pursuant to EC 32283.5 (a) to all school site employees.

All structures secured for to operate FIN CTE Prep meet or exceed the requirements set forth in the following codes or acts: Federal Uniform Building Codes (UBC), Fire and Emergency Exit Codes, Health and Safety Codes, Local Building Codes, Americans with Disabilities Act (ADA), and the Asbestos Hazard Emergency Response Act (AHERA).

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

G. DRUG/ALCOHOL/TOBACCO FREE ENVIRONMENT

Any facilities operated by the FIN CTE Prep will function as a drug, alcohol, and tobacco free workplace. Specifically, the use of tobacco and nicotine products is prohibited on FIN CTE Prep's campuses, and within 250 feet of a youth sports event. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, vaping, hookah or Juuls) that delivers nicotine or other vaporized liquids.

H. SEXUAL HARASSMENT POLICIES AND PROCEDURES

FIN CTE Prep is committed to maintaining a learning and working environment that is free from sexual harassment, which includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim. FIN CTE Prep shall develop a comprehensive policy to prevent and immediately remediate any concerns of sexual harassment at FIN CTE Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with FIN CTE Prep's discrimination and harassment policies.

FIN CTE Prep shall ensure that all employees receive training regarding its sexual harassment policies when hired and annually thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving

an employee, employees' duty to use FIN CTE Prep's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. Every two years, supervisory employees shall receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position.

I. SAFE PLACE TO LEARN ACT

FIN CTE Prep is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC § 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. (See Element 10: Suspension and Expulsion Procedures.)

UNIFORM COMPLAINT PROCEDURES

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child nutrition programs, and special education programs; 2) unlawful discrimination against any protected group as identified under EC §§ 200 and 220 and Section 11135 of the Government Code, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC § 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; 4) unlawful imposition of pupil fees for participation in educational activities in public schools; 5) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan; 6) inappropriate assignment of a student to courses without educational content or previously completed and received a grade sufficient for satisfying the requirements for high school graduation and admission into post-secondary education; 7) noncompliance with education provisions for pupils in foster care, who are homeless, who are former juvenile court

school students, or who are military dependents; and 8) failure to reasonably accommodate lactating pupils.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the listed compliance officer in FIN CTE Prep's Uniform Complaint Procedures, who will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline.

STUDENT RECORDS

FIN CTE Prep recognizes the importance of keeping accurate, comprehensive student records as required by law. As the designated custodians of records, the Principal shall ensure that procedures for maintaining the confidentiality of student records are consistent with state and federal laws.

Definitions

Student records are any items of information (whether in handwriting, print, tape, film, computer, or other medium) gathered within or outside FIN CTE Prep that are related to an identifiable student and maintained by FIN CTE Prep.

Mandatory permanent records are those records which are maintained in perpetuity and which schools have been directed to compile by California statute, regulation or authorized administrative directive.

Mandatory interim records are those records, which schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per California statute, regulation, or authorized administrative directive.

Permitted records are those records having clear importance only to the current educational process of the student.

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic.

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record.

MAINTENANCE, ACCESS, AND DISCLOSURE OF STUDENT RECORDS

A cumulative record shall be maintained on the history of a student's development and educational progress. FIN CTE Prep will protect the privacy of such records. Parents/guardians or others with educational rights by statute or court order have the right to 1) inspect and review the student's educational record maintained by the Charter School, 2) request that the Charter

School correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. A parent/guardian's request to access his/her student's records must be submitted in a written form to the Office Manager and the Charter School will have five (5) business days from the day of receipt of the request to provide access to the records in accordance with EC § 49069.

FIN CTE Prep officials (*e.g.*, FIN CTE Prep administration and staff, and FIN CTE Prep contractors or consultants with formal written agreements), social workers and case managers with legitimate educational interests may access student records without parent/guardian consent as long as the official needs to review the records in order to fulfill his/her professional responsibility in a manner consistent with FERPA.

The academic record of a transferring student is essential to his/her placement, academic success, and timely graduation. Upon request from officials of another school in which a student seeks or intends to enroll, FIN CTE Prep shall disclose educational records without parent/guardian consent. If a student transfers from FIN CTE Prep to another school within California, the student's permanent record or a copy of it shall be transferred within ten (10) school days in accordance with EC § 49068. Upon receipt of a request from a school where an individual with exceptional needs has enrolled, FIN CTE Prep shall send the student's special education records or a copy of it within five (5) business days in accordance with 5 CCR § 3024. In the event FIN CTE Prep closes, it shall comply with the student records transfer provisions in Element 16.

FIN CTE Prep shall comply with 34 CFR § 99.31 in the disclosure of records without parent/guardian consent to special classes of individuals, agencies, and organizations with legitimate educational interest or other legally authorized purpose. FIN CTE Prep may also disclose without parent/guardian consent to appropriate parties if knowledge of the information is necessary to protect the health or safety of the student or others. All other individuals, agencies, or organizations that seek access to student records must first obtain a signed and dated written consent from the parent/guardian before FIN CTE Prep can disclose such records. The consent must: 1) specify records the records to be accessed; 2) the purpose of the access; and 3) identity of the party or class seeking access.

CHALLENGE TO STUDENT RECORDS

Any challenge to school records must be submitted in writing to the Principal. A parent/guardian challenging school records must show that the records are: 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

As an independent charter, the petition is being presented directly to the LAUSD. That said, FIN CTE Prep will actively recruit a diverse student population, with a focus on serving foster and homeless youth along with students who have been absent for 30% or more of the year.

COURT-ORDERED INTEGRATION

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

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

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

STUDENT RECRUITMENT STRATEGY

Our student recruitment strategies include, but are not necessarily limited to, the following to ensure a diverse racial and ethnic balance reflective of the population served by LAUSD:

- (1) Developing promotional and informal materials that appeal to all major racial and ethnic groups.
- (2) Distributing promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in LAUSD.

- (3) Implementing an enrollment process that includes a timeline that allows for a broad-based recruiting and application process.
- (4) Targeted meetings in multiple communities throughout the City near public transportation lines to reach prospective students and parents.
- (5) Cultivating community partnerships with service organizations, community groups and faith-based groups.
- (6) Hosting open house meetings throughout the recruiting period to inform parents, guardians, youth advocates about FIN CTE Prep.
- (7) Ensuring availability of bilingual staff members.

FIN CTE Prep will conduct informational meetings throughout the year to inform interested parents/guardians and students about the educational and support services it has to offer. Outreach meetings will be held at school sites (once opened) as well as other locations throughout the County in order to ensure all students in the area have an opportunity to attend the school. A school brochure, flyers, a website, and advertisements for local media will be transmitted throughout the local community, in English and Spanish (and other languages as needed). Promotional and informational materials will be distributed to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the City.

Over the next several months prior to the opening of FIN CTE Prep in August 2025, we will work with organizations to ensure that students – particularly those “hardest to reach” – learn about our new school and have an opportunity to attend.

We also will meet with community leaders, school leaders and counselors at the existing traditional, charter and alternative elementary and secondary schools throughout the community to attract a diverse student population who might benefit from our unique model they can refer them to us.

FIN CTE Prep shall not discriminate or restrict enrollment based on any protected category, including race or ethnicity. FIN CTE Prep shall accept all students who wish to attend, subject to capacity. FIN CTE Prep will maintain an accurate accounting of the ethnic and racial balance of students enrolled, along with documentation of efforts made to achieve racial and ethnic balance in accordance with this charter and standards of charter legislation. FIN CTE Prep will use the PowerSchool software program to track demographic information on each individual student

On an annual basis, FIN CTE Prep will self-evaluate its outreach process and results, including a report presented to our Board of Directors, and make adjustments accordingly, both to ensure full enrollment and fulfillment of our mission. The process to analyze this data will include comparing FIN CTE Prep enrollment the LAUSD demographic in general along with Los Angeles City demographics of homeless and foster youth specifically as these are the targeted student populations. If the city demographics and FIN CTE Prep’s demographics differ by more than 5% , the Board will look at making adjustments accordingly.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

FIN CTE Prep will be open to all students who wish to attend the school, as prescribed in EC § 47605.6(e)(2)(A). FIN CTE Prep will not charge tuition, and will 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, including immigration status. FIN CTE Prep shall receive ADA funding for pupils over nineteen (19) years of age only in accordance with applicable State law.

FIN CTE Prep shall comply with all laws establishing the minimum and maximum age for public school enrollment. FIN CTE Prep will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic

status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

THE LOTTERY AND PRIORITY ADMISSIONS

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year as indicated on application form. Following the open applications period each year, applications shall be counted to determine whether any campus has received more applications than availability.

Since FIN CTE Prep is a unique, alternative program, space availability will not just be determined by grade level but will also take into consideration total capacity the campus. If the number of applications does not exceed spaces available, all students that have applied before the deadline will be enrolled at FIN CTE Prep. Throughout the school year, when space is still available, students are enrolled on a first come, first serve basis. FIN CTE Prep will include the opportunity for rolling admissions to ensure students with highest needs are able to immediately enroll, given space is still available.

In the event that demand exceeds capacity (once more than one campus is open, capacity will be determined for each site, with separate lotteries, if necessary, for each), FIN CTE Prep will hold a public random drawing in accordance with EC § 47605.6(e)(2)(B), to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year. Parents or guardians of all applicants will be informed of the rules to be followed during the lottery process. Public notice will be posted on the school's website and at all campuses regarding the location, time and date of the drawing at least two weeks prior to the lottery date. The public random drawing will be scheduled in the month of February either on a weekend or after 6:00pm on a weekday so that as many parents/guardians, students and interested parties as possible are able to attend. Notice to parents/guardians, in particular, will inform them that attendance at the drawing is not a requirement for the selection and enrollment of their students. The drawing will be held in a secure meeting room that is large enough to accommodate all parties that wish to observe the process.

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Student who is a foster child, as defined in EC § 48853.5, or is a homeless child or youth, as defined in 42 USC § 11434a(2);
2. Siblings of students admitted or attending FIN CTE Prep;
3. Students residing in the Los Angeles County;
4. All other applicants;

Aligned with our mission, FIN CTE Prep will administer a weighted lottery to increase the chance of admission as allowed under California law for students as described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, immigrant students, English learners, neglected or delinquent students, and homeless students. Students in this category shall have their names entered twice the random lottery drawing.

If space is available, FIN CTE Prep shall enroll homeless and foster youth upon submission of an application packet, in compliance with applicable law. Notification of admission status will be mailed/distributed to all applicants within two weeks of the public random drawing. Understanding FIN CTE Prep's target population may not have a fixed mailing address, FIN CTE Prep staff use multiple forms of communication (e.g., phone, e-mail, contacting known relatives, friends, etc.) for homeless and foster youth to ensure they have necessary admissions information.

For those families who have indicated that they would rather be telephoned and allowed to pick up enrollment packets, FIN CTE Prep staff will call the telephone number provided by the parent/guardian. Enrollment packets will be sent to students selected from the drawing and students will have five business days from the date of notification to accept the enrollment offer. School staff will be available to assist families in completing the enrollment packet, if needed.

After the available spots have been filled during the drawing, remaining students will continue to be drawn and placed on a numerical waiting list, as determined by the drawing. The waiting list will be utilized as space becomes available throughout the school year. These students will be

informed of their waiting list priority number. Whenever a student is admitted from the waiting list, he/she will be notified by phone call and written communication from FIN CTE Prep's Office Manager and will have five business days from the date of notification to accept the enrollment offer. These deadlines can be extended by FIN CTE Prep, as they may not be appropriate for applicants who do not have fixed residences. School staff will be available to assist families in completing the enrollment packet, if needed.

Students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied whenever enrollment is impacted during the school year. The waiting list will not carry over to the following school year.

Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be filed at FIN CTE Prep. Results and waiting lists from the public random drawing will be readily available in the main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year, with his/her assigned lottery number, in the school database.

NO ADMISSIONS TESTING

Only after enrollment, assessments may be administered to determine a students' placement in appropriate courses or need for instructional interventions; however, such assessments will not be used as a means to prohibit or discourage any student from attending FIN CTE Prep. No student records will be required or requested prior to enrollment.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number

of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ELEMENT 9: ANNUAL FINANCIAL AUDIT PROCEDURES

“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(c)(5)(I).)

Each fiscal year an independent auditor will conduct an audit of the financial affairs of FIN CTE Prep to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School and shall be a Certified Public Accountant (“CPA”) with relevant experience on charter school audits and on the State Controllers list of approved charter school auditors. The books and records of FIN CTE Prep will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

- The Board will appoint an Audit Committee by January 1 of each year. The Audit Committee may include persons who are not members of the Board, but may not include any the staff of the organization, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. To ensure auditor independence, audit firms will be rotated every five years. The Board hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of RCOE along with an anticipated timeline for the same.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year

- e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred,

or terminated, but does not include suspensions specified in clauses (i) and (ii).” [EC § 47605.6(b)(5)(J)]

GENERAL PROVISIONS

FIN CTE Prep is committed to providing students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations shall be developed to set the standards of behavior expected of FIN CTE Prep students, and to address violations of those standards, including suspension, expulsion, or involuntary transfer.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force that is reasonable and necessary by staff to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not and will not be construed to be corporal punishment within the meaning and intent of EC § 49001.

FIN CTE Prep shall afford all students their due process rights, including, but not limited to:

- Adequate and timely, written notice of the charges against the student
- An explanation of the evidence that supports the charges and an opportunity for the student to present his/her side of the story when the student denies the charges
- An explanation of the student’s basic rights related to the suspension, expulsion, or involuntary transfer process
- The right to have written notices be in the native language of the student or the student’s parent

FIN CTE Prep shall ensure that its policies and procedures regarding suspension, expulsion, and involuntary transfer will be periodically reviewed, and modified as necessary, in order to conform to changes in state and federal law. School personnel shall enforce the rules and regulations governing the suspension and expulsion of students fairly, consistently, equitably, and in accordance with FIN CTE Prep’s nondiscrimination policies.

FIN CTE Prep shall be responsible for the appropriate interim placement of students during and pending the completion of its expulsion proceedings, or hearing regarding the involuntary transfer of the student, and shall facilitate the placement of expelled students.

DISCIPLINE FOUNDATION POLICY

It is the goal of FIN CTE Prep to provide experiences for students that teach them compassion, commitment, and concern for others. Students learn from what they experience; therefore, staff must model appropriate behavior for students and help them behave in ways that are conducive

to learning and building community. Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making.

At FIN CTE Prep, we are dedicated to helping students learn to meet their own needs while respecting the needs of others. Students and teachers decide upon agreements together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. Teachers will set clear expectations for student behavior and share it with their students so they will embrace them as their own. Communication of these expectations will be clear and frequent. Teacher-student relationships are the lynchpin for appropriate student behavior.

Alternatives to discipline will always be explored in every student behavior issue. These will include but are not limited to counseling, conferencing and other community restorative activities. We believe that every student must maintain their dignity in all situations. We will use a proactive restorative justice model in all student behavior issues. Positive behavior support consequences will be implemented when dealing with disruptive students.

Students will be given verbal reminders of student behavior expectations by the teacher at least twice before involving another adult. Since student safety is our priority any time a student cannot self-regulate, a teacher will seek the assistance of another adult and the student will be removed from the learning environment. Once the student has self-regulated they will be restored to the classroom for regular instruction.

The following Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at FIN CTE Prep. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Although exempt from the Education Code suspension and expulsion requirements for school districts, FIN CTE Prep has reviewed EC § 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspension and expulsion of students. FIN CTE Prep is committed to annual review and revision, as necessary, of policies and procedures related to suspensions and expulsions by FIN CTE Prep administration, in collaboration with LAUSD, FIN CTE Prep staff, students and parents. The process will include the review of any legislative changes and best practices; any necessary amendments that will require a material revision will be submitted to LAUSD in a timely manner. Subsequent changes to policies and procedures will be incorporated into the Student Handbook.

ALTERNATIVES TO SUSPENSION

To intervene in student behavior, FIN CTE Prep will implement a progressive discipline plan that will be detailed in the Student Handbook. The Student Handbook also will include a School-Parent/Guardian-Student Compact that outlines how each stakeholder will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help students achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension, expulsion, and involuntary transfer.

FIN CTE Prep believes that alternatives to suspension align with our schoolwide positive behavior support plan; suspension shall be imposed only when other means of correction fail to bring about proper conduct. The following are list of alternatives to be considered before suspending a student:

- Conference between staff, parent, and the student
- Participation in a restorative justice program
- Parent shadowing
- Mentorship (peer/teacher)
- Referral to a school counselor, psychologist, social worker, case manager, or other school support service personnel for case management and counseling
- Intervention-related teams to assess student behavior, and develop and implement an individualized behavior plan in partnership with the student and his/her parent
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an IEP or Section 504 Plan
- Enrollment in a program for teaching prosocial behavior or anger management
- A positive behavior support approach with tiered interventions that occur during the school day at the Learning Site
- Out-of-school programs that address specific behavioral issues or expose students to positive activities and behaviors
- Volunteer work or community service
- Loss of privileges
- In-school suspension

GROUNDS FOR SUSPENSION

Suspension means removal of a student from ongoing instruction for adjustment purposes.

A. JURISDICTION

A student may be suspended when his/her behavior is related to a school activity or school attendance occurring at FIN CTE Prep or at any other school, regardless of when it occurs, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. DISCRETIONARY SUSPENDABLE OFFENSES

Students may be suspended for any of the following acts when it is determined the student:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or his/her designee.
- (4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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.
- (5) Unlawfully offered, arranged, or negotiated to sell a 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 a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (6) Committed or attempted to commit robbery or extortion.
- (7) Caused or attempted to cause damage to school property or private property.
- (8) Stole or attempted to steal school property or private property.
- (9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.
 - (A) "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
 - (B) "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.
- (10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (12) Knowingly received stolen school property or private property.
- (13) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (14) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.

- (15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (16) Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. “Hazing” does not include athletic events or school-sanctioned events.
- (17) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- (18) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- (19) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- (20) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, 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.
- (21) Made terroristic threats against school officials and/or school property. “Terroristic threat” includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his/her immediate family.
- (22) Engaged in an act of bullying. The following terms have the following meanings:
 - (A) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as described in #19-21 above, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (i) Placing a reasonable student in fear of harm his/her person or property.
 - (ii) Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health.

- (iii) Causing a reasonable student to experience substantial interference with his/her academic performance.
 - (iv) Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- (B) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (A).
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (A). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (iii) An act of cyber sexual bullying.
 - (a) “Cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in paragraph (A). The photograph or other visual recording must include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (D) “Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her exceptional needs.

C. NON-DISCRETIONARY SUSPENDABLE OFFENSES

A student shall be suspended when there is evidence that the student committed one of these following acts:

- (1) Caused serious physical injury to another person, except in self-defense.
- (2) Committed assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil.
- (4) Brandished a knife at another person.
- (5) Committed robbery or extortion.
- (6) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code that is more than one avoirdupois ounce of marijuana, and/or the possession of the controlled substance is not the first offense of this nature.
- (7) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (8) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an alcoholic beverage, or an intoxicant of any kind.
- (9) 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.

D. SUSPENSION PROCEDURES

Suspension shall be initiated according to the following procedures:

Authority to Suspend

Only the Principal or the Principal's designee(s) may suspend a student from FIN CTE Prep. The "designee"

is one or more administrators specifically designated by the Principal, in writing, to assist with disciplinary procedures.

The Principal may, in writing, also designate a certificated employee as a secondary designee to assist with disciplinary procedures when no administrator is on campus. The Principal may designate only one certificated person at a time for each campus.

Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the

Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

At the conference, the student shall be:

- Informed, orally or in writing, of the charges against him/her, including the other means of correction that were attempted before the suspension.
- Provided with an explanation of the evidence that supports the charges.
- Given the opportunity to present his/her side of the story.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student and indicate the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

Suspension Time Limits

A student shall not be suspended from school for more than five (5) consecutive school days, and not more than twenty (20) school days in any school year. These restrictions on the number of days of suspension do not apply when the suspension is extended pending an expulsion.

Suspension Appeals

A parent/guardian may appeal a suspension within five (5) school days from the date the suspension was issued. The request is to be submitted to the Principal to correct or remove any information (regarding the incident and circumstances that resulted in the suspension) recorded in the student’s record which the student or parent/guardian alleges to be any of the following:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer’s area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation noted.
- (5) Misleading.

(6) In violation of the privacy or other rights of the student.

Within thirty (30) days of receipt of an appeal, a neutral officer (“Hearing Officer”) shall meet with the student and parent/guardian and any pertinent school personnel. The Hearing Officer for this purpose shall be the Chief Executive Officer or his/her designee.

If the Hearing Officer approves an appeal in favor of the student, the Principal shall be ordered to correct or remove and destroy the information regarding the incident and circumstances that resulted in the suspension from the student’s records. If the Hearing Officer upholds the suspension, the matter is closed. The parent/guardian or student has the right to include in the student’s record a written statement or response concerning the disciplinary action.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, FIN CTE Prep shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil’s overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

GROUNDS FOR EXPULSION

Expulsion means the removal of a student from the immediate supervision and control, or the general supervision, of school personnel at FIN CTE Prep.

A. JURISDICTION

A student may be expelled when his/her behavior is related to a school activity or school attendance occurring at FIN CTE Prep or at any other school, regardless of when it occurs, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. DISCRETIONARY EXPELLABLE OFFENSES

The Principal may recommend the expulsion of a student for any of the following acts, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction could appropriately address the conduct:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or his/her designee.
- (4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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.
- (5) Unlawfully offered, arranged, or negotiated to sell a 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 a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (6) Committed or attempted to commit robbery or extortion.
- (7) Caused or attempted to cause damage to school property or private property.
- (8) Stole or attempted to steal school property or private property.
- (9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.

- (A) "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
- (B) "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.
- (11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (12) Knowingly received stolen school property or private property.
- (13) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (14) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- (15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (16) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- (17) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- (18) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- (19) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- (20) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, 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.
- (21) Made terroristic threats against school officials and/or school property. "Terroristic threat" includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of

purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his/her immediate family.

- (22) Engaged in an act of bullying. The following terms have the following meanings:
- (A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as described in #19-21 above, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (i) Placing a reasonable student in fear of harm his/her person or property.
 - (ii) Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health.
 - (iii) Causing a reasonable student to experience substantial interference with his/her academic performance.
 - (iv) Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - (B) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (A).
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (A). "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - (iii) An act of cyber sexual bullying.
 - (a) "Cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in paragraph (A). The photograph or other visual recording must include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(D) “Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her exceptional needs.

Both the recommendation and order to expel a student for committing any of the acts listed above must be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

C. MANDATORY EXPELLABLE OFFENSES

The Principal shall recommend expulsion of a student that is determined to have committed any of the following acts:

- (1) Possessed, sold, or otherwise furnished a firearm. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory.
- (2) Brandished a knife at another person.
- (3) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of

Division 10 of the Health and Safety Code.

- (4) 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.

- (5) Possessed an explosive.

D. EXPULSION PROCEDURES

Extension of Suspension

Upon a recommendation for expulsion, the student and parent/guardian will be invited to a meeting with the Principal to determine if the suspension should be extended, beyond five (5)

days, pending an expulsion hearing. That determination shall be based on a finding that either the student's presence would cause a danger to persons or property or a threat of disrupting the instructional process.

If a student is a foster youth, as defined in EC § 48853.5, the Principal or designee shall also invite the student's attorney and appropriate representative of the county child welfare agency to participate in the extension of suspension meeting.

Authority to Expel

Only the Principal can recommend the expulsion of a student from FIN CTE Prep, and only the Chief Executive Officer serving as the Hearing Officer for this purpose may order the expulsion following a hearing before him or her.

Notice of Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date, time, and place of the hearing.
- (2) A statement of specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of FIN CTE Prep's disciplinary rules that relate to the alleged violation.
- (4) A statement of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- (5) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
 - (a) "Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
 - (b) "Non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or parent to provide assistance at the hearing.
- (6) The right to inspect and obtain copies of all documents to be used at the hearing.
- (7) The right to confront and question all witnesses who testify at the hearing.
- (8) The right to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

If a foster youth, as defined in EC § 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC § 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to FIN CTE Prep's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing before the Hearing Officer, as described above, to determine whether the student should be expelled. The hearing shall be held as soon as practicable, but within thirty (30) school days after the Principal determines that the student has committed an expellable offense. The student is entitled to one postponement of an expulsion hearing, for a period of not more than ten (10) calendar days. Any additional postponements may be granted at the discretion of the Hearing Officer for good cause.

The hearing shall be conducted in a confidential setting.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A decision of the Hearing Officer to expel must be documented in its findings of fact based upon substantial evidence relevant to the charges presented at the hearing. No decision to expel shall be based solely on hearsay evidence, except when the Hearing Officer, upon finding that good cause exists, determines that the disclosure of either the identity of a witness and/or the testimony of that witness at the hearing would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

If the Hearing Officer decides not to order the expulsion of a student who committed a discretionary offense, the student shall be immediately reinstated and permitted to return to his/her educational program at the campus from which the expulsion referral originated, unless the parent/guardian or adult student requests another FIN CTE Prep campus (where available) in writing.

If the Hearing Officer decides not to order the expulsion of a student, the student shall be immediately reinstated and may be referred to his/her prior campus, or another FIN CTE Prep campus (where available).

Expulsion Hearings Involving Allegations of Sexual Assault or Sexual Battery

In a hearing involving allegations of sexual assault or sexual battery, a complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his/her right to:

- (1) Receive five (5) days' notice before being called to testify at the hearing.

- (2) Have up to two adult support persons of his/her choosing (i.e., parent/guardian, legal counsel), present in the hearing at the time he/she testifies.
- (3) Have the hearing closed during the time he/she testifies.

The following are procedures for all hearings involving allegations of sexual assault or sexual battery:

- (1) The hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of the complaining witness.
- (2) A nonthreatening environment shall be provided for a complaining witness in order to better enable him/her to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints.
- (3) A room separate from the hearing room must be provided for the complaining witness to use prior to and during breaks in the testimony.
- (4) The Hearing Officer:
 - (a) Shall allow the complaining witness reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (b) May arrange the seating within the hearing room of those present in order to facilitate a less intimidating environment for the complaining witness.
 - (c) May limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - (d) May permit one of the complaining witness's support persons to accompany him or her to the witness stand.
- (5) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential and may not be discussed with anyone not in attendance at the hearing. The Hearing Officer may remove a support person whom he/she finds is disrupting the hearing. If one or both of the support persons is also a witness, the following provisions apply:
 - (a) FIN CTE Prep must present evidence that the person's presence is both desired by, and will be helpful to, the complaining witness.
 - (b) The Hearing Officer shall permit the person to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person.
 - (c) The Hearing Officer may remove a person from the hearing whom he/she believes is prompting, swaying, or influencing the witness.
 - (d) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from hearing room during that testimony.
- (6) Evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the presiding officer that extraordinary circumstances exist requiring the evidence be heard. Before the

Hearing Officer makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion and Expulsion Hearing

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

FIN CTE Prep shall maintain a record of each expulsion, including the expulsion order and the causes for the expulsion, in the student's mandatory interim record. The record shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the new school for the student's records.

Written Notice to Expel

Within three (3) school days after the hearing, the Principal shall send written notice of Hearing Officer's decision to expel, including the findings of fact, to the student and parent/guardian.

This notice shall also include the following:

- (1) The specific offense committed by the student.
- (2) A statement of the student's or parent/guardian's obligation to inform any school which the student seeks to enroll of the student's expulsion.
- (3) The date when the student can be reviewed for readmission, and a description of the process by which readmission is conducted.
- (4) A copy of the rehabilitation plan, if one is recommended.
- (5) The education alternative placement to be provided to the student during the time of expulsion.
- (6) The right to appeal the expulsion to FIN Schools-Los Angeles Board of Directors, including the timeline and manner in which an appeal must be submitted.

Rehabilitation Plan

At the time of the expulsion order, the Hearing Officer may establish a rehabilitation plan for the student, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The plan may include the specific conditions that the student must satisfy during the period of expulsion and can include improved academic performance, tutoring, special education assessments, job training/CTE, counseling, employment, community service, or other rehabilitative programs. The stipulated conditions should be reasonable for the student to meet based on his/her specific circumstances, address the act(s) for which the student

was expelled, and not require a cost or fee to the student or parent/guardian. The student may not be required to enroll in a drug rehabilitation program without parent/guardian consent.

Placement

FIN CTE Prep shall be responsible for the appropriate interim placement of students pending the outcome of the expulsion proceedings, and shall assist the local school district with its placement of an expelled student upon final expulsion. When appropriate, the Charter School shall work with LAUSD for the interim or post-expulsion placement of a student at a county community school or other alternative program.

Period of Expulsion and Readmission

At the time of the expulsion order, the Hearing Officer shall set a date not more than one (1) calendar year from the date the expulsion occurred, when the student shall be reviewed for readmission to FIN CTE Prep. In determining the period of expulsion, the Hearing Officer shall consider the nature of the act that resulted in the student's expulsion, including, but not limited to, the severity and intent of the act, the student's specific circumstances, and the safety of the student and others at FIN CTE Prep. The expelled student may request a readmission meeting no sooner than ten (10) calendars prior to the readmission eligibility date.

If requested to consider readmission, the Charter School shall review the expulsion case, with or without the student, to determine whether the student has met the conditions for readmission and determine placement. If the student has met the conditions of the rehabilitation plan and completes the readmission process, the student may be reinstated and placed in an appropriate FIN CTE Prep campus. If certain conditions of the rehabilitation plan are not met, the CEO has the discretion to waive those conditions due to mitigating circumstances or deny readmission until the student has satisfactorily met all the conditions of the plan. The CEO may also deny readmission to a student if he/she finds that the student poses a danger to campus safety or to others.

A student who has been denied readmission shall either continue attendance at his/her placement during the period of expulsion or another educational program. The CEO shall provide written notice to the expelled student and his/her parent describing the reason(s) for denying the student's readmittance into FIN CTE Prep, the educational placement during the extended period of expulsion, and the conditions for readmittance. The student shall be readmitted once he/she can provide the CEO with proof that he/she has satisfactorily met all the conditions for readmittance.

E. EXPULSION APPEALS

The parent/guardian may appeal the expulsion by submitting a written request to the CEO of FIN Schools-LA within ten (10) calendar days from the date of the written notice to expel. The request must specify the reason(s) for the appeal and include any supporting documentation.

Upon receipt of a timely request, the Board of Directors ("Board") shall consider the appeal at its next regular meeting, or as soon as is practicable, but in no case longer than thirty (30) school

days. Notice of the Board's appeal meeting shall be provided to the student and parent at least three (3) calendar days prior.

The Board meeting appeal is not a second hearing. Rather, the Board's review is limited to the record of proceeding of the Hearing Officer. The appeal may be upheld if the Board determines that the Hearing Officer did not follow the expulsion procedure in a material manner, or abused his or her discretion. No evidence other than that contained in the record of proceeding may be heard. The Board's review of the Hearing Officer's decision shall be limited to the following questions:

Given the dual roles the CEO holds, the Hearing Officer and a Board of Director, he shall recuse himself from the vote of the appeal process as well as remove himself from the room during the discuss of the vote of the Board of Directors.

Whether the Hearing Officer acted without or in excess of its jurisdiction (e.g., the hearing was not commenced within the time periods established by FIN CTE Prep, the expulsion order is not based on an expellable act, the act is not related to school activity or school attendance).

Whether there was a fair hearing before the Hearing Officer.

Whether there was a prejudicial abuse of discretion in the hearing (e.g., school officials did not meet the procedural requirements established by FIN CTE Prep, the decision to expel is not support by the prescribed findings, the findings are not supported by substantial evidence).

Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing.

The Board may either reverse or uphold the decision of the Hearing Officer. If the Board enters a decision to reverse the Hearing Officer's decision, the Board may direct FIN CTE Prep to expunge any references to the expulsion action in its records and that of the student, and the expulsion shall be deemed not to have occurred. The Board's decision shall be final. Within three (3) school days of the hearing, the student and the FIN CTE Prep Principal shall be notified, in writing, of the Board's final order.

SPECIAL CONSIDERATIONS: SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

NOTIFICATION OF SELPA

FIN CTE Prep shall immediately notify and coordinate with the SELPA the suspension or expulsion of any student with a disability or whom FIN CTE Prep or SELPA would be deemed to have knowledge of having a disability.

SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum; to progress toward meeting the goals set forth in the student's IEP or Section 504 Plan; and to receive, as appropriate, a functional behavioral assessment and behavioral intervention services

and modifications, that are designed to address the misconduct so that it does not recur. These services may be provided in an interim alternative educational setting.

PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within five (5) school days of a student receiving 10 cumulative suspension days within a school year or a recommendation for expulsion, and prior to the extension of suspension meeting, or any decision to change the placement of a student due to behavioral issues, the Charter School, the parent/guardian, social worker, case worker, attorney and relevant members of the IEP or Section 504 Team (“Team”) shall review all relevant information in the student’s file, including the student’s IEP or Section 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or
- (2) If the conduct in question was the direct result of the Charter School’s failure to implement the IEP or Section 504 Plan.

If the student is a foster youth, as defined in EC § 48853.5, and FIN CTE Prep has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Principal, the student’s attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC § 11434a(2), and FIN CTE Prep has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Principal, the designated homeless liaison for FIN CTE Prep shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the Team determines that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student’s disability. In which case, the Team shall:

- (1) Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, provided that FIN CTE Prep had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- (2) Develop a behavior intervention plan, or if a plan has already been developed, review and modify it, as necessary, to address the behavior; and
- (3) Return the student to the placement from which he/she was removed, unless the parent/guardian and FIN CTE Prep agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Team determines that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of FIN CTE Prep’s failure to implement the IEP or Section 504 Plan, then FIN CTE Prep may apply the relevant disciplinary procedures to students

with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

DUE PROCESS APPEALS

The parent/guardian of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or FIN CTE Prep believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

SPECIAL CIRCUMSTANCES

FIN CTE Prep personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School's code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- (1) Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- (3) Has inflicted serious bodily injury, as defined by 20 USC § 1415(k)(7)(D), upon another person while at school, on school premises, or at a school function.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP or Section 504 Team.

PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated FIN CTE Prep's code of student conduct may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

FIN CTE Prep shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) The parent/guardian expressed concern, in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the supervisory or administrative personnel of the Charter School, or to one of the student's teachers, that the student is in need of special education or related services;
- (2) The parent/guardian has requested an evaluation of the student pursuant to 20 USC § 1414(a)(1)(B); or
- (3) The student's teacher, or other FIN CTE Prep personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other supervisory personnel of FIN CTE Prep.

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

FIN CTE Prep shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If FIN CTE Prep had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. FIN CTE Prep shall conduct an expedited evaluation if requested by the parent/guardian; the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

ADDITIONAL PROVISIONS

A. INVOLUNTARY TRANSFERS

A student shall not be involuntarily removed by FIN CTE Prep for any reason unless the parent/guardian has been provided written notice the intent to remove the student no less than five (5) school days before the effective date of action. "Involuntary removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.

The written notice shall be in the native language of the student or parent/guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him/her of the right to a hearing with the CEO, or other neutral officer designated by the CEO. If the pupil's parent, guardian, or educational rights holder requests a hearing, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. A hearing requested by the parent/guardian shall be subsequently followed by a timely, written notice that includes:

- (1) The date, time, and location of the hearing, that is reasonable to the student and parent.
- (2) A statement of specific facts and charges upon which the proposed involuntary transfer is based.
- (3) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.

- (4) The right to inspect and obtain copies of all documents to be used at the hearing. (5) The right to confront and question all witnesses who testify at the hearing.
- (6) The right to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
- (7) The student's right to remain enrolled and not be removed until a final decision is issued.

A decision of the CEO or designee must be documented in his/her findings of fact based upon substantial evidence relevant to the charges presented at the hearing. No decision to involuntarily remove a student shall be based solely on hearsay evidence, except when the CEO or designee, upon finding that good cause exists, determines that the disclosure of either the identity of a witness and/or the testimony of that witness at the hearing would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the CEO or designee. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

If the CEO or designee decides not to order the involuntary transfer of a student, the student shall be immediately reinstated and permitted to return to his/her educational program at the campus from which the referral for involuntary transfer originated, unless the parent/guardian requests another campus (where available) in writing.

If the CEO or designee determines that there is sufficient evidence to involuntarily remove a student, his/her decision, along with the findings of fact, shall be provided to the student and parent in writing within three (3) school days from the date of the hearing. The decision of the CEO or designee is final.

B. NOTIFICATION REQUIREMENTS

If a student, subject to compulsory full-time education pursuant to EC § 48200, is expelled or leaves FIN CTE Prep without graduating or completing the school year for any reason, FIN CTE Prep shall notify the superintendent of the school district of the student's last known address within thirty (30) days and shall, upon request, provide that school district with a copy of the student's records, including report cards or a transcript of grades, and health information.

Upon the severance of attendance by any student subject to the compulsory education laws of California, whether by expulsion, exclusion, exemption, transfer, suspension beyond ten (10) school days, or other reasons, FIN CTE Prep shall report such severance to the Superintendent of LAUSD. The report shall include names, ages, last known address, and the reason for each such severance.

C. OUTCOME DATA

FIN CTE Prep shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary transfers, and reinstatements. Such outcome data shall readily be made available to LAUSD upon request.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

[EC § 47605.6(b)(5)(K)]

For retirement benefits, FIN CTE Prep will offer Social Security, California’s State Teacher Retirement System (CalSTRS) to its certificated staff. Non-certificated staff at FIN CTE Prep participate in the federal Social Security system and have access to other school-sponsored retirement plans according to policies developed by FIN Schools-LA and adopted as the school’s employee policies.

FIN Schools-LA retains the option to designate employee participation in the pension plans mentioned above depending upon employee eligibility, and what FIN Schools-LA determines is in the best interest of the FIN CTE Prep staff and the school as a whole. FIN Schools-LA will participate in Social Security as required by law.

In accordance with EC § 47611.3, the County shall create any reports required by CalSTRS. At the County’s request, FIN CTE Prep shall pay the County a reasonable fee for the provision of such services.

If FIN CTE Prep participates in CalPERS, in accordance with EC § 47611.3, the County shall create any reports required by CalPERS. At the County’s request, FIN CTE Prep shall pay the County a reasonable fee for the provision of such services.

Subject to prevailing applicable law, FIN CTE Prep teachers, administrators, counselors, special education program administrators and coordinators, school psychologists, social workers, clinical supervisors, and credentialed school nurses shall be a part of the California State Teachers' Retirement System (CalSTRS) throughout the duration of the charter school’s existence under the same CDS code. Subject to prevailing applicable law, other employees (e.g., school business managers, school operations managers, office assistants, instructional aides, campus aides, IT coordinators, and facilities managers) shall be covered by the Public Employees' Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school’s existence under the same CDS code.

All compensation, benefits and other terms and conditions of employment shall be determined and implemented in accordance with FIN Schools-LA’s policies and updated annually as needed. FIN CTE Prep will submit all retirement data and will comply with all policies and procedures for payroll reporting. FIN CTE Prep assures that it will provide retirement information in a format required by the County.

The Director of Operations is the designated employee to ensure coverage.

ELEMENT 12 PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

The parent/guardian of each student enrolled in FIN CTE Prep shall be informed upon enrollment and within the Student Handbook that the student has no right to admission in a particular school or program of any local education agency as a result of enrollment in FIN CTE Prep.

SCHOOL OF ORIGIN

EC 48853.5(g) states, *for the purpose of this section, “school of origin” means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.* The number of available spots of enrollment for the school’s lottery will ensure compliance with EC 48853.5(g) by holding spots for eligible students who have disenrolled for FIN within the past 15 months.

ELEMENT 12: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.” [EC § 47605.6(b)(5)(L)]

FIN CTE Prep and LAUSD will be encouraged to attempt to resolve any disputes with LAUSD amicably and reasonably without resorting to formal procedures. In the event of a dispute

between FIN CTE Prep and LAUSD, the staff, employees and Board members of FIN CTE Prep and LAUSD agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and CEO of the Charter School. The party who claims there is a dispute shall identify the issue in the dispute statement with specificity and supporting facts.

In the event that the County Board of Education and LAUSD staff believe that the dispute relates to an issue that could lead to revocation of the charter in accordance with EC § 47607, FIN CTE Prep requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind RCOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to LAUSD’s ability to proceed with revocation in accordance with EC § 47607 and its implementing regulations. At any time LAUSD believes the dispute relates to an issue that could lead to revocation of FIN CTE Prep, both parties will no longer be subject to this process. LAUSD may proceed immediately with the notice and the revocation procedures as set forth in law and stated below if LAUSD believes FIN CTE Prep:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but limited to, revocation of the charter in accordance with EC § 47604.5, the matter will be addressed at the County Board’s discretion in accordance with that provision of law and any regulations pertaining thereto.

The responding party has twenty (20) business days to prepare a written response to the dispute statement. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within fifteen (15) business days of the date of the written response. The CEO of FIN Schools-LA (or his/her designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the written response. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two FIN Schools-LA Board members or designees who shall meet with the CEO of FIN Schools-LA and attempt to resolve the dispute within fifteen (15) business days from receipt of the written response.

If this joint meeting fails to resolve the dispute, the CEO of FIN Schools-LA shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and CEO. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LAUSD and FIN CTE Prep. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LAUSD and FIN CTE Prep.

ELEMENT 13: RIGHTS OF EMPLOYEES

“The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.”

[EC § 47605.6(b)(5)(O)]

No Local Education Agency employee shall be required to work at Future Is Now Schools _ Los Angeles (FIN CTE Prep). Individuals who choose to leave the employment of the Local Education Agency to work at FIN CTE Prep shall have no automatic rights of return to the Local Education Agency after employment at FIN CTE Prep unless specifically granted by the Local Education Agency through leave of absence or other agreement or policy of the Local Education Agency as aligned with its collective bargaining agreements. Leave and return rights for a Local Education Agency union-represented employees and former employees who accept employment with FIN CTE Prep will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No LAUSD employee shall be required to work at FIN CTE Prep. FIN CTE Prep employees shall have any right upon leaving a LAUSD to work at FIN CTE Prep that LAUSD may specify, any rights of return to employment in a county office of education after employment in the Charter School that the county office of education may specify, and any other rights upon leaving employment to work in the Charter School that the county office of education determines to be reasonable and not in conflict with any law.

All employees of FIN CTE Prep will be considered the exclusive employees of FIN CTE Prep and not of the Local Education Agency or another county office of education, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at a Local Education Agency or any other county office of education will not be transferred to FIN CTE Prep. Employment by FIN CTE Prep provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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(c)(5)(N).)

GENERAL PROVISIONS

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

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration,

administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
[FIN CTE Prep]
[400 W. Washington Blvd, Los Angeles, CA 90015]

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Los Angeles, California 90017

Director/Principal
[FIN CTE Prep]
[400 W. Washington Blvd, Los Angeles, CA 90015]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”

[EC § 47605.6(b)(5)(P)]

Closure of FIN CTE Prep will be documented by official action of the Board of Directors. The action will identify the reason for closure and identify an entity and person or persons responsible for closure- related activities (e.g., CEO).

RECORDS RETENTION AND TRANSFER

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

FINANCIAL CLOSE-OUT

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will

cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

DISPOSITION OF LIABILITIES AND ASSETS

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

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

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

ADDITIONAL PROVISIONS

FACILITIES

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

DISTRICT-OWNED FACILITIES

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

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

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

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

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

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:*
 - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*
 - (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*
- *Minimum Payments or Charges to be Paid to District Arising from the Facilities:*

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
 - Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

NON-DISTRICT-OWNED FACILITIES

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

LOCATION OF CHARTER SCHOOL FACILITIES

“The location of each charter school facility that the petitioner proposes to operate.”
[EC § 47605.6(b)(5)(D)]

FIN CTE Prep plans to establish facilities in partnership with LA Trade Tech and attract students from the greater downtown Los Angeles area. With this central location near to public transportation students and families interested in our model will be able to access the campus with public transportation along with private vehicles. We are also flexible to consider alternative sites where there is a demand for our model of education and within an area we can partner with local industries to pursue our career technical pathways.

In addition FIN CTE Prep knows it is important to have a Plan B so we are working with experienced realtors, developers, and financiers to identify and secure an alternative facility to start while waiting for options from the school district. A partnership with LAUSD will be critical to facilitating this development.

FIN CTE Prep will ensure that its facilities will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements.

Desired components of these facilities include, but are not limited to, a recreational/gym space, multi-purpose room, spacious classrooms, office space for the administrators and teachers.

FIN CTE Prep anticipates these proposed facilities will meet the needs of the school for the duration of that term, but FIN CTE Prep shall comply with EC § 47605.6(a)(3) in the event it proposes any additional locations in the future.

INSURANCE

INSURANCE REQUIREMENTS

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

THE FOLLOWING INSURANCE POLICIES ARE REQUIRED AND WILL BE OBTAINED BY FIN CTE PREP:

- 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 its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.*
- 2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.*
- 3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.*
- 4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.*

5. *Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.*
6. *Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.*
7. *Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*
8. *Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.*
9. *Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.*

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

EVIDENCE OF INSURANCE

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

HOLD HARMLESS/INDEMNIFICATION PROVISION

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

FISCAL MATTERS

DISTRICT OVERSIGHT COSTS

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

CASH RESERVES

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

THIRD PARTY CONTRACTS

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

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

APPORTIONMENT ELIGIBILITY FOR STUDENTS OVER 19 YEARS OF AGE

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

BUDGETS AND FINANCIAL REPORTING

Attached, please find the following documents:

- Budget narrative
- Proposed first year operational budget including start-up costs, cash-flow, and assumptions
- Financial projections and cash flow for three years of operation
- FIN Schools-LA Board adopted Fiscal Policies and Procedures

These documents are based upon the best data available to the petitioners at this time.

FIN CTE Prep shall provide reports to the LAUSD as follows in accordance with EC § 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a LCAP and an annual update to the LCAP required pursuant to EC § 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and LAUSD Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

FIN CTE Prep shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by EC § 47604.33, the School Accountability Report Card (SARC), and the LCAP.

FIN CTE Prep agrees to and submits to the right of LAUSD to make visits and inspections in order to carry out its statutorily required oversight in accordance with EC §§ 47604.32 and 47607.

ADMINISTRATIVE SERVICES

FIN CTE Prep will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and

instructional program development either through its own staff or through an appropriately qualified third-party contractor such as CSMC.