

MINUTES OF THE
JUNE 1, 2021 MEETING
OF THE BOARD OF DIRECTORS OF
FUTURE IS NOW SCHOOLS – LOS ANGELES
VIDEO CONFERENCE: ZOOM MEETING ID 91550526642

A meeting of the Board of Directors (the “Board”) of the Future Is Now Schools - Los Angeles (the “School”) was held on Tuesday, June 1, 2021 remotely via video conferencing. Directors Jeff Harris, Chairman; Rich Leib, Treasurer and Steve Barr, CEO, were in attendance. Diane Peete, Director of Operations for FINSLA, and Scott Warner and Tom Nichols of CSMC were also in attendance.

The meeting was called to order at 3:05 pm (Pacific Daylight Time).

Chairman’s Welcome

Board President, Jeff Harris, opened the board meeting by welcoming board members, staff and guests.

Public Comments

No members of the public provided comment.

Minutes

The minutes of the May 20, 2021 meeting were unanimously approved. Moved by Rich Leib and Second by Steve Barr.

Barr	Estrich	Harris	Leib
Yes	Yes	Yes	Yes

2021-2022 Budget

The 2021-2022 Budget was unanimously approved. Moved by Susan Estrich and Second by Steve Barr.

Barr	Estrich	Harris	Leib
Yes	Yes	Yes	Yes

2021-2022 Academic Calendar

The 2021-2022 Academic Calendar was unanimously approved. Moved by Susan Estrich and Second by Steve Barr.

Barr	Estrich	Harris	Leib
Yes	Yes	Yes	Yes

Chief Executive Officer’s Update

No new updates to report. Working on securing the funds from the PCSGP. Working on funding from philanthropy and government sources.

LCAP

The annual LCAP is due by June 30, 2021. The board will receive the document for review, FINSLA will seek input from the members of the CES Family Care Coordination for SPA 1 . The LCAP is a tool for our local educational agencies and charter schools to set goals, plan actions, and leverage resources to meet the goals to improve student outcomes. Our initial submission will cover our objectives.

Tentative schedule:

June 7 preliminary copy to Board

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June 15 public hearing

June 22 coordination with CES Spa 1

June 29 Board Meeting

June 30 Submission

Recruitment Update

Meetings are scheduled for youth service providers in the north county to facilitate recruiting the founding class.

2021-2022 FINSLA Board Calendar

The preliminary meeting schedule was in conflict with the meetings of the California Board of Regents.

New Business

No new business.

Executive Session

Not convened.

There being no further business to be transacted, and upon duly made, seconded and approved, the meeting was adjourned at 3:18 pm.

Respectfully Submitted,

Jeff Harris, Chairman

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Future Is Now Schools – Los Angeles	Steve Barr, CEO	sbarr@finschools.org 310.428.5882

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Future Is Now Schools – Los Angeles aims to increase the upward mobility of the most vulnerable student populations; homeless, foster, and probationary youth. We seek to create diverse student-centered safe spaces conducive to learning to overcome environmental and social barriers to student success through stabilization, support, and diploma attainment. We envision culturally responsive and inclusive student-centered communities of learning and positive development where children and youth thrive academically and in life.

Future Is Now Preparatory is a classroom-based charter school approved by the Los Angeles County Office of Education on July 21, 2020. The school will begin its instructional program in August 2021 with a robust summer bridge program followed by fall instruction starting on September 8, 2021. With a commitment to whole-child development that meets students where they are, FIN Prep will incorporate a socio-emotional wellness approach that nourishes students' mental and physical health. Through mentorship and individualized instruction, students will graduate college-ready, work-ready, and qualified for admission to the University of California and California State University systems.

Over four years, Future Is Now Preparatory will grow to serve grades 6th through 12th, beginning with its first cohort of 100 students in 6th grade and 125 in 9th grade. In subsequent years the school will expand two grades annually until it reaches a maximum of 825 students.

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 project the majority of our diverse student population will be impacted by trauma, homeless, foster or probationary youth; LatinX, African American or mixed-race; and have a high need for services including special education, English Language services and wraparound support.

Our ultimate goal is to ensure that students growing up in poverty receive an excellent education. FIN Prep seeks to be a community hub that offers comprehensive support services for students and families. By doing this, FIN Prep will prepare every child attending FIN Prep to be college and career-ready, healthy, and successful in life.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Future Is Now Preparatory received its authorization to operate as a charter school from the Los Angeles Office of Education on July 21, 2020. Our first day of instruction will begin on September 8, 2021. Successes to date have included receiving authorization, obtaining its CDS code and Charter School Number, securing a location, and working with the local community, stakeholders, and youth advocates and service providers.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a new school opening for instruction on September 8, 2021, we have yet to publish data in the California Department of Education Dashboard. Los Angeles Countywide data from the 2018-2019 CDE Dataquest reflects 50% of all students are not meeting grade level standards for English Language Arts, 61.48 % of students are not meeting the standards Mathematics. During the same reporting period, 83.65% of students with disabilities did not meet standards for English Language Art and 87.39% of students with disabilities did not meet standards for Mathematics. 60.81% and 72.52% of students who are economically disadvantaged did not meet standards for English Language Arts and Mathematics respectively. 87.19% and 87.42% of students who are English Language Learners did not meet standards for English Language Arts and Mathematics respectively. 67.14% and 77.31% of students who are homeless did not meet standards for English Language Arts and Mathematics respectively. Less than 40% of BIPOC students residing in Los Angeles County met the standards for English and Mathematics.

Vulnerable students need a stable, consistent environment to support their development in grades 6-12. Educators have long understood that a child who is hungry, does not feel safe, or does not feel a sense of belonging will not engage fully in the learning process. The academic and supportive program of Future Is Now Preparatory is designed to meet students' needs. Rooted in this understanding of human needs and motivation, three core tenets of our instructional design/model work together to realize success for our students.

At FIN Prep, our first objective is to create a stable, safe and caring environment. Our students will experience a continuity of care and consistency that may be lacking in other aspects of their lives. Four key facets of the program will create this stable environment: close collaboration with other adults involved in our students' lives, robust teacher and staff professional development and collaboration, advisory program and positive school culture, and an extended time on campus, including an optional weekday boarding program.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 FIN Prep Local Control and Accountability Plan (LCAP) aligns FIN Prep’s focus on developing its mission, vision and the outcomes for all students. FIN Prep will offer a rigorous, standards-aligned college-preparatory academic program, combined with a quality Career Technical Education (“CTE”) program with pathways in Drafting/Computer-Aided Design and Management and Public Services to ensure that each and every one of our graduates is prepared for success in post-secondary college and career plans.

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.

To combat the risk factors induced and magnified by transiency and improve the well-being of students FIN Prep proposes that school serves as a hub that incorporates strategies with the goal of supporting positive youth development. As each student enrolls at FIN Prep, we will launch a comprehensive multidisciplinary assessment of the student’s needs across domains: basic needs including housing, health/medical needs, psycho-social needs including trauma screening, academic needs, and supplemental services such as legal (foster/case management, probation, immigration, emancipation), mentoring, and any other needs that arise.

Following a comprehensive evaluation, each student will have a Personalized Learning and Development Plan (PLDP) – reviewed and updated quarterly -- that outlines current skills, long-range academic, annual academic and personal goals, timelines and benchmarks for completion of annual goals, including specific quarterly goals, academic supports such as IEP, English Learner services, tutoring and other support and interventions necessary to reach academic goals, additional support and services covering basic needs, medical, psycho-social and legal, and personal and professional goals for their future.

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

Our goals are to ensure accountability, fiscal responsibility and budget reconciliation, and compliance with California's educational priorities, and compliance with the State's laws, regulations and priorities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school improvement

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school improvement

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Future Is Now Preparatory opens in Fall of 2021, and has not been identified for comprehensive support and school improvement

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Future Is Now Preparatory realized the importance of stakeholder participation in this process and created a plan to ensure engagement given a virtual setting and its new school status. Outreach included emails, social media posts, and school website additions. Future Is Now Preparatory realized that many families lacked devices or the internet and provided the needed resources to any families needing to access all school communication. Additionally, as a school in the planning phase, we reached out to children and youth service providers and advocates.

The LCAP was made available to stakeholders who wished to comment or ask questions about the plan. The English Language Learner population of Future Is Now Preparatory is below the 15% threshold that requires translation; however, requests for translation of the Learning Continuity and Attendance Plan were honored. Parents, teachers, and support staff were emailed to notify them of the plan's posting and scheduled public hearing, review and approval of the plan, and encouraged to provide feedback. The school also used social media to notify stakeholders of the opportunities for input.

Future Is Now Preparatory held the public hearing of the Learning Continuity and Attendance Plan on June 24, 2021, to allow engagement from community including prospective parents.

As the school was actively recruiting its founding class during the review phase, a school site council was not formed. Future Is Now Preparatory has plans to launch the school site council, a parent advisory committee, and an English learner parent advisory committee and during its first month of operation. Additionally, targeted actions will be employed to engage students in providing feedback including student surveys, student committees, townhall meetings and forums.

Teachers and staff will participate in weekly professional development. These weekly meetings; grade level, subject matter and departmental groups, will be provided updates and solicited for feedback and participation in identifying issues and areas of school improvement.

A summary of the feedback provided by specific stakeholder groups.

Overall feedback for the need of the school has been positive. Recommendations have been to prioritize support services and wraparound support, and to accelerate the implementation of the residential program. Additional feedback was to share results on the implementation and efficacy of the Personal Learning and Development Plans (PLDP) and to ensure its benefit to the success of students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Pending review and feedback.

Goals and Actions

Goal

Goal 1	Description
[Goal 1]	All FIN Prep students will have access to a standards-aligned, engaging education program taught by appropriately assigned and certificated teachers, which leads to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

An explanation of why the LEA has developed this goal.

FIN PREP Actions, services, and initiatives under Goal #1 reinforce the FIN Prep’s core beliefs and values to stabilize and engage students, access their strengths and interests, and provide relevant and impactful learning experiences. 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.

FIN Prep graduates will develop into self-sufficient and self-motivated, competent lifelong learners with skills and attributes critical to their success: Socially Responsible Citizens, Effective Communicators, Academic Achievers and Critical Thinkers.

To increase the achievement levels of students of color and socio-economically disadvantaged students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers Appropriately Assigned	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance
Well maintained School Facilities	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils will have adequate access to rigorous curriculum aligned with Common Core	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance

Actions

Action #	Title	Description	Total Funds	Contributing
1	Program Design	FIN PREP Program Design and Planning	\$100,000	
2	Teacher Credentialing	Ensure Teachers are fully credentialed and appropriately assigned in content areas.	\$15,000	
3	Teachers and Staff	Employing of Appropriately Credentialed / Certificated Teachers and Staff.	\$1,737,063.94	
4	Professional Development	Facilitate teachers and staff growth through a robust professional development program that supports retention and student achievement.	\$300,000	

Action #	Title	Description	Total Funds	Contributing
5	Safe & Clean Facilities	<p>To provide an environment that is safe, clean and in good repair through routine and preventive maintenance, and timely response to work order.</p> <p>FIN Prep will comply with Federal, State and local regulations and utilize the CDE School Site Inspection tool during monthly site inspections. Regularly scheduled site inspections to include all systems : HVAC, Plumbing, Utilities, Security, Grounds, Classrooms, Shared Spaces.</p> <p>Ensure reasonable accommodations or modifications are installed in a timeline manner to support students and employees with special needs.</p> <p>Implementing a facilities management tracking system to generate and assign work orders, review types</p> <p>Implementing COVID -19 protocols to improve the health and safety of the school.</p>	\$326,950	[Y/N]
6	Standards-aligned Instructional Material	<p>Implement, review and refine Common Core State Standards based curriculum, which incorporates modular units, includes modifications and accommodations to support all students.</p> <p>Purchase textbooks (multimedia format), materials, and subscriptions to support student learning. Review materials for diversity and cultural relevance.</p> <p>Provide professional development on usage, developing curriculum for student population to ensure all students have access and are enrolled in a broad course of study.</p>	\$300,000	[Y/N]

Action #	Title	Description	Total Funds	Contributing
7	ELA Student Achievement	<p>ELA CAASSPP, Data Driven Instruction. Use individual, subgroup and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges and needs for improvement and implement research-based, evidenced-based interventions.</p> <p>Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students.</p> <p>FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$300,000	
8	Math Student Achievement	<p>Math CAASSPP, Data Driven Instruction. Use individual, subgroup and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges and needs for improvement and implement research-based, evidenced-based interventions.</p> <p>Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students.</p> <p>FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$300,000	[Y/N]
9	Science Student Achievement	<p>Science CAST, Data Driven Instruction. Use individual, subgroup and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges and needs for improvement and implement research-based, evidenced-based interventions.</p> <p>Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students.</p> <p>FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$150,000	

Action #	Title	Description	Total Funds	Contributing
10	Social Science Student Achievement	<p>Smarter Balanced summative assessments, Data Driven Instruction. Use individual, subgroup and school-wide data to drive instruction. Teachers and administrators will use data to drive identify areas of success, challenges and needs for improvement and implement research-based, evidenced-based interventions.</p> <p>Measurements of achievement will be reviewed multiple times annually to ensure growth schoolwide, for subgroups and individual students.</p> <p>FIN Prep will prioritize subgroups that measure on the Dashboard as red, orange, poorer than overall, and declining/significantly declining.</p>	\$225,000	
11	Device Access	Students will have access to technology throughout their programs. FIN Prep will maintain a 1 to 1 device level for students to access instructional materials both at school and home.	\$100,000	[Y/N]
12	Wireless Access	Portable wifi devices to continue to provide students with access to technology and resources when not on school campus.	\$90,000	
13	English Learner Support	<p>Develop the EL Program to provide students with additional supports and interventions. In order to support improved reclassification for our English Learners, FIN Prep will implement a multi-tiered system of supports for students who are English Learners to improve the quality of instruction experienced by our English Learners, provide intensive supports for Long-Term English Learners, beyond school hours intervention opportunities, access to State Standards and ELD Standards, and ongoing data monitoring and targeted interventions.</p> <p>Continued monitoring of all English Learner students as a Tier II MTSS intervention. Professional development for teachers and staff on best practices and strategies for teaching students who are English Learners.</p>	\$90,000	

Action #	Title	Description	Total Funds	Contributing
14	Students with Disabilities	Address the individualized needs of students with disabilities as identified in their Individualized Education Plans (IEPs) and support child find identification. . Professional development for teachers and staff on best practices and strategies for teaching students who have disabilities.	\$736,662	
15	CTE Program	Development and implementation of CTE program to include six pathways that connect classes to post-secondary education, industry certifications, or a career.	\$150,000	

Goal Analysis [LCAP 2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

Goal

Goal 2	Description
[Goal 2]	Close the achievement and opportunity gap.

An explanation of why the LEA has developed this goal.

FIN PREP recognizes the lifelong impact the disparity in access to quality education has on perpetuating generational poverty and life outcomes from youth identified as BIPOC, youth who have had contact with child welfare services and juvenile justice systems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students with Access to A-G courses	100% Compliance	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100% Compliance
ELA Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
ELPI Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Math Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Meet or exceed target growth on CASSPP/CAST	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Percent of Students passing A-G Courses	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Percent of EL Students proficiency rates will improve annually by one or more grade levels.	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
Percent of EL Students will annually reclassify on ELPAC	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCI Dashboard Performance	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Maintain/Increase performance over baseline.
Number of Students Completing CTE programs (CALPADS)	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Maintain/Increase performance over baseline.
Chronic Absenteeism on School Dashboard	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	95% attendance rate
Middle and High School Cohort Dropout Rate	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Decrease rate annually beginning with baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Whole Child & Positive Youth Development	<p>Development and Implementation of program to include enrollment screening, personal learning and development plans (PLDP), social emotional programs, wrap around support, positive behavior programs, MTSS training, implementation and development.</p> <p>Development of an inclusive school culture that includes trauma sensitive, cultural awareness, alternative disciplinary practices, and is equity focused.</p>	\$125,000	
2	Nutrition Services	Provide universal meal programs, access to school breakfast and lunch. All students receive free meals.	\$367,537	

Action #	Title	Description	Total Funds	Contributing
3	Absenteeism	FIN Prep will strive to have an ADA of 90% or higher with the goal of reaching 95% by its fourth year of operations. Attendance data will be review regularly to identify patterns and inform decision on students for Tier II or Tier III MTSS student engagement interventions.	\$25,000	
4	Parent Engagement	Employ evidenced-based strategies for engaging parents to increase awareness and participation, and improve student attendance and study habits. Ensuring equity and assessing regularly for unintentional bias in programs and outreach. Develop metrics to assess parent engagement and improvement	\$25,000	
5	Community Engagement	Creating awareness and engagement of the community through marketing, community meetings, utilizing local services, and attracting potential students through a variety of marketing strategies and channels. Ensure culturally sensitivity and bilingual services are available.	\$25,000	
6	Graduation and Drop-Out Rates	Development and implementation of an early alert system.	\$25,000	
7	Summer Programs	Development of Summer Bridge and Summer School	\$25,000	

Goal Analysis [LCAP 2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

Goal 3	Description
[Goal 3	Every student will be provided a safe and supportive learning environment that values diversity and provides an inclusive environment for all stakeholders.

An explanation of why the LEA has developed this goal.

FIN PREP recognizes diverse and inclusive student-centered learning environments provide for a higher quality, more effective education and have a positive impact on youth development and well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote Parent/Caregiver participation	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline
% of parents /caregivers participating in the school advisory council	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Strong attendance rate	90%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce dropout rate for both middle and high school cohorts	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Reduction by 5% under baseline
Achieve higher graduation rate	Baseline in 2024-2025	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	Annual retention rate will be at least 10% than baseline
Maintain low suspension rate	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% lower than baseline
Maintain low expulsion rate	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 5% lower than baseline
Stakeholder Surveys	Baseline	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	At least 10% higher than baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Absenteeism	<p>FIN Prep will strive to have an ADA of 90% or higher with the goal of reaching 95% by its fourth year of operations.</p> <p>Attendance data will be review regularly to identify patterns and inform decision on students for Tier II or Tier III MTSS student engagement interventions.</p>	\$25,000	
2	Parent Engagement	<p>Employ evidenced-based strategies for engaging parents to increase awareness and participation, and improve student attendance and study habits. Ensuring equity and assessing regularly for unintentional bias in programs and outreach.</p> <p>Develop metrics to assess parent engagement and improvement</p>	\$25,000	

Action #	Title	Description	Total Funds	Contributing
3	Community Engagement	Creating awareness and engagement of the community through marketing, community meetings, utilizing local services, and attracting potential students through a variety of marketing strategies and channels. Ensure culturally sensitivity and bilingual services are available.	\$25,000	
4	Graduation and Drop-Out Rates	Development and implementation of an early alert system, and dropout prevention program. Data monitoring for identification of students needing Tier II and Tier III supports as well as monitoring the efficacy of interventions overall and by subgroup.	\$25,000	
5	Stakeholder Surveys	Seeking and analyzing semester and annual feedback from school stakeholders (students, parents, teachers, community partners) to support a positive school culture. Evaluating feedback to identify action items for continuous improvement.	\$5,000	

Goal Analysis [LCAP 2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal 4	Description
Goal 4	To adequately prepare students for 21 st Century learning and life through an integration is to promote technology literacy and access to computer-based lessons and activities.

An explanation of why the LEA has developed this goal.

FIN Prep seeks to prepare students for the computer-based state standardized assessments and 21st century learning. The goal of this integration is to promote technology literacy and access to computer-based lessons and activities.

Moreover, the COVID-19 pandemic amplified the inequitable access to technology and connectivity and the perpetuating of disparate outcomes, and the need for technology readiness and availability.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
One to One Device Ratio	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Student Learning System	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Staff development	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Stakeholder training	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Device Access	Students will have access to technology throughout their programs. FIN Prep will maintain a 1 to 1 device level for students to access instructional materials both at school and home.	\$100,000	[Y/N]
2	PowerSchool	Implementation of web-based student information and school management system, PowerSchool will be implemented. Additionally, an online learning management system will be adopted to ensure technology learning management continues when students are off campus. Will ensure compliance, family engagement, data security.	\$25,000	
3	Professional Development	Facilitate teachers and staff growth through a robust professional development program that supports retention and student achievement.	\$300,000	
4	Parent Training	Develop and implement parent/caregiver awareness training to support parents' understanding of developmental stages, impacts on student achievement, expectations for students, support students' academic performance, increasing parental engagement and supporting interactions with teens, and identify how to support parents personal development and creation of parents' center.	\$25,000	

Goal Analysis [LCAP 2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

Goal 5	Description
Goal 5	Increase access to support and wraparound services for all students including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, Juvenile-Justice Youth, Socio-economically disadvantaged youth.

An explanation of why the LEA has developed this goal.

FIN Prep envisions our school as a hub coordinating the continuum of services that our disadvantaged youth will require. As such, a high degree of community and parent support and involvement will be integral to our school, including involvement by (in lieu of traditional parents), family members, foster parents, guardians, child advocates, social workers, or other surrogates who are caring adults in our students’ lives. FIN Prep will develop a culture known for its positive and open atmosphere, serving as a community anchor where parents, families, and community members feel welcomed and valued.

Too often youth suffer traumatic effects of trauma through neglect or abuse, being uprooted from siblings, extended family, friends, schools, and neighborhoods. Our most vulnerable youth deserve a school that exhibits a student-centered approach towards the holistic development of children and youth; educational performance, social-emotional development, and life literacy skills acquisition

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of MTSS	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%
Students receiving adequate Wrap Around Supports	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students receiving age-appropriate life literacy workshops.	100%	Intentionally Left Blank	Intentionally Left Blank	Intentionally Left Blank	100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	<p>MTSS (Multi Tiered System of Support, developed by the State of California). Support for training teachers and staff on the development and implementation of MTSS throughout FIN Prep and in the classroom. in</p> <p>Additionally, teachers will be trained by ARC(Anti-Recidivism Coalition) and CCEJ (California Conference for Equality and Justice) on restorative justice theory and practices. We will support our energetic, passionate FIN Prep staff through extensive, ongoing PD and sufficient collaborative planning time within their work schedules to reflect, problem-solve, strategize, and support one another.</p>	\$75,000	Yes
2	Wraparound Program	Comprehensive school-wide system of supportive services to provide interventions for students in areas such as academics, behavioral and social. Can include life skills training and counseling. Identifying service needs and providers, developing plans that include family.	\$300,000	Yes
3	Life Skills Training	Integrative approach to equipping students with skills and tools to support students' personal development and growth. Age appropriate workshops will be hosted for students based on grade tiers and for parents.	\$25,000	Yes

Goal Analysis [LCAP 2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the 2021 – 2022 school year will occur during the 2022-2023 update cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
95% forecasted	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The needs of qualifying students influenced the design of FIN Prep and led to the development and implementation of a case management approach for its students including a Personal Learning and Development Plan (PLDP) for each student. This course of action is designed to become a digital roadmap and passport that supports students' growth and development. 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. Too often, qualifying students experience frequent changes and disruptions leading to incomplete education and academic records, the PLDP addresses these gaps.

English Language Learners

Support for English Language Learners (ELL) begins with language development instruction and access to grade-level instruction and assignments. Information to parents/guardians will be disseminated in a language they can understand. When feasible, we are considering a hybrid model to ensure equity and access. Teachers are engaging with students remotely for instructions, learning support and tutoring. Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Teachers will also post prerecorded material to allow students to review at their own pace after a live instruction. Additional support includes online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students. Daily tutoring will be provided.

Foster Youth and Youth Experiencing Homelessness

Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Our designated Foster Youth and Homeless Youth liaison will check in biweekly with youth and their parents, or more frequently in response to a referral from a teacher.

Liaisons will check in daily with students who have not signed on by the end of the first period. Referrals will be made to school or community-based supports as needed.

A common thread in all professional development is how to apply best practices and strategies to meet the needs of subgroups including English Language Learners, Special Education students, Foster Youth, and Youth experiencing homelessness 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.

Based on the needs of students, the counselors may offer virtual small group engagement to support the learning of these students with unique needs. When feasible, interventions may be provided to small cohorts in-person.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

We forecasted that 95% of our students will qualify for increased support. These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs). We will establish contracts with highly successful service providers to work intensively with the Principal and Student Support Services team to develop and implement evidence-based interventions to work with these subgroups.

To increase student achievement professional development for teachers and staff will be embedded with best practices to work with qualifying subgroups. We will continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all grades to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio-economically disadvantaged students, and those students requiring MTSS/RTI support.

Additional support will be added as student population increases. Qualifying students will be identified at the time of enrollment. Following a comprehensive enrollment evaluation, each student will have Personalized Learning and Development Plan (PLDP) reviewed and updated quarterly that outlines a path for student success.

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, 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. Interventions will be monitored quarterly for efficacy and modification.

FIN Prep will join the LA County SELPA to provide additional services for students with disabilities, and contract service providers for additional supports.

FIN Prep plans to increase and improve student services by percentage required using supplemental LCFF. The plan also include actions and services designed principally towards unduplicated students requiring additional funding sources.



**Special Education Local
Plan Area Local Educational
Agency Assurances**

1. Free appropriate public education (20 *United States Code* [U.S.C.] § 1412 [a][1])

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. Full educational opportunity (20 *U.S.C.* § 1412 [a][2])

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. Child find (20 *U.S.C.* § 1412 [a][3])

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 *U.S.C.* § 1412 [a][4])

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *U.S.C.* § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *U.S.C.* § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least restrictive environment (20 *U.S.C.* § 1412 [a][5])

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from

the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Procedural safeguards (20 U.S.C. § 1412 [a][6])

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. Evaluation (20 U.S.C. § 1412 [a][7])

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality (20 U.S.C. § 1412 [a][8])

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

9. Part C to part B transition (20 U.S.C. § 1412 [a][9])

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

10. Private schools (20 U.S.C. § 1412 [a][10])

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local compliance assurances (20 U.S.C. § 1412 [a][11])

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *Education Code*, Part 30.

12. Interagency (20 U.S.C. § 1412 [a][12])

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance (20 U.S.C. § 1412 [a][13])

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel qualifications (20 U.S.C. § 1412 [a][14])

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance goals and indicators (20 U.S.C. § 1412 [a][15])

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in assessments (20 U.S.C. § 1412 [a][16])

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

18. Maintenance of effort (20 U.S.C. § 1412 [a][18])

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. Public participation (20 U.S.C. § 1412 [a][19])

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of construction (20 U.S.C. § 1412 [a][20])

(Federal requirement for state educational agency only)

21. State advisory panel (20 U.S.C. § 1412 [a][21])

(Federal requirement for state educational agency only)

22. Suspension and expulsion (20 U.S.C. § 1412 [a][22])

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. Access to instructional materials (20 U.S.C. § 1412 [a][23])

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

24. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])

It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

25. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])

(Federal requirement for state educational agency only)

27. Data (20 U.S.C. § 1418 [a–d])

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Charter schools (California *Education Code* 56207.5 [a–c])

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.

Future Is Now Schools – Los Angeles

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California Department of Education Special Education Division Form SED-LP-5
(Revised 3/2016)

In accordance with federal and state laws and regulations, the board of the **Future Is Now School – Los Angeles** certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and implementing regulations under 34 Code of Federal Regulations, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this 1st day of June, 2021

Yeas: 4 Nays: 0

Signed: , CEO