

FUTURE IS NOW PREPARATORY

*A Countywide Charter School
Grades 6-12th for “Resilient” Youth*



***COUNTYWIDE CHARTER SCHOOL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2020 – JUNE 30, 2025)***

**SUBMITTED TO THE
LOS ANGELES COUNTY
BOARD OF EDUCATION
MAY 1, 2020**

**APPROVED BY
LOS ANGELES COUNTY
BOARD OF EDUCATION
JULY 21, 2020**

**TECHNICAL AMENDMENTS MADE
LOS ANGELES COUNTY
BOARD OF EDUCATION
MARCH 17, 2021**

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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Steve Barr, hereby certify that the information submitted in this petition for a California public charter school to be named Future Is Now Preparatory (“FIN Prep” or “Charter School”), and to be located within the boundaries of the County of Los Angeles and under the auspices of the Los Angeles County Office of Education (“LACOE” or the “Authorizer”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Cal. Education Code Section 47605.6(d)(1)]
- The Charter School plans to submit a detailed Material Revision prior to launching a residential component, which will include policies and procedures, staffing, budget, and other details. The Charter School shall be deemed the exclusive public school employer of the employees of FIN PREP for purposes of the Educational Employment Relations Act. [Cal. Education Code Section 47605.6(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Cal. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Cal. Education Code Section 47605.6(e)(1)]
- The Charter School shall not determine admission according to the place of residence of the student, or of his or her parent or legal guardian, within the State. [Cal. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. [Cal. Education Code Section 47605.6(e)(2)(A)-(B)]
 - As detailed in Element 13 below, preferences shall be extended to individuals, including but not limited to, students currently attending the Charter School, siblings of students admitted or attending the Charter School, and students who reside in Los Angeles County.
 - Preferences shall be applied consistent with applicable federal law, the California Constitution, and Education Code Section 200.
 - The Charter School shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment, in accordance with Education Code Section 47605.6(n).

- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School. [Cal. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [See Cal. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Cal. Education Code Section 47605.6(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1).
- The Charter School shall, for each fiscal year, meet or exceed the legally required minimum of school days. [5 California Code of Regulations Section 11960]
- The Charter School shall notify the superintendent of the school district of the student's last known address within 30 days when a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the student's cumulative record, including report cards or a transcript of grades, and health information. [Cal. Education Code Section 47605.6(e)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Cal. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Cal. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Cal. Education Code Sections 47605.6 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Cal. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).
- The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and will adopt policies and practices to ensure students are not segregated or stigmatized based on their status as homeless.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Guns Free Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with all applicable independent study laws including, but not limited to, Cal. Education Code Sections 51745 et seq. and 5 California Code of Regulations Sections 11700-11705.

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

“(i) The educational program of the charter school, designed, among other things, to identify those pupils 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.

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

“(iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.” Cal. Ed. Code § 47605.6(b)(5)(A).

Future is Now Preparatory (“FIN Prep” or “Charter School”) is proposing a unique new site-based charter school to serve some of the *most* “at-promise” middle and high school students in Los Angeles County. In a 2018 Request for Proposals (RFP) from the Chief Executive Office for the County of Los Angeles for a charter school in the Vermont/Manchester Joint Development Transit Project (“LA County RFP”), The County referred to a target population of “resilience youth”:

youth who are currently receiving services from, or at risk of entering, the County’s child welfare system, probation department / juvenile justice system, or homeless coordinated entry system (CES) . . . [S]tudents for whom high quality, trauma-informed education, healthcare, housing, mentoring, nutrition, recreational opportunities, and/or supportive services would have a measurable impact on well-being, motivation, and self-sufficiency and offer significant prospects they may otherwise not have been able to access.¹

FIN Prep is focused on serving resilient youth, with a particular focus on homeless youth and high-risk youth.² With guidance from the Los Angeles County Office of Education (“LACOE”), Los Angeles County Board of Supervisors and staff of Mark Ridley Thomas, Hilda Solis, Janice Hahn, Sheila Kuehl and Kathryn Barger, Los Angeles County Department of Children and

¹ Chief Executive Office for the County of Los Angeles, “Request for Proposals for Charter School Operator/Developer for Vermont Manchester Joint Development Transit Priority Project,” RFP# CEO-2018-02, March 2018, p. 1

² 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 FIN 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.

Family Services (“LA DCFS”), and dozens of government and community-based agencies and private funders, FIN Prep plans to open a new concept in California public charter school models: a school that includes a free weekday boarding school option to help create stability and continuity of care for disadvantaged youth in grades 6-12. Inspired by (and with mentorship and support from) successful public boarding schools operated by The SEED Foundation schools located in Washington, D.C., Maryland and Florida, FIN Prep ultimately will offer a “24/5” learning and wrap-around support environment for these vulnerable students.³ Once the boarding program option is open in Year 4 at our first planned campus (see development timeline details below), students participating in that program will arrive at campus on Sunday evening and stay until Friday afternoon, returning to their families, foster/“resource” parents, or other designated guardians on the weekends. Day students (including all students in Years 1-3, and for the second planned facility in Central/South Los Angeles launching in Year 4, the first two years of that campus) 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, including:

- Multi-tiered supports 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.
- Extended Day Program: FIN Prep’s extended day (after school to 5:30 or 6pm) 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 the Canyon creek Campsite with athletic (soccer, basketball, tennis, swimming, obstacle courses, fishing, archery, skateboarding, go kart riding) and wellness activities (nature walks, outdoor theatre, meditation, yoga, and aerobics), and an after school program. 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

³ The SEED Foundation has recently received approval by the Los Angeles County Office of Education to open a charter boarding school in the Vermont Manchester corridor, with a proposed opening in 2020. We are collaborating closely with this team and look forward to bringing this innovative model to Los Angeles.

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.
- 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 will also partner with a local mental health agency to provide private, wrap-around counseling services on sight for students who need it. FIN will also partner with a local agency to ensure mental health training and support for teachers, administration and support staff.
- Case management and legal services
- Housing support (for homeless youth and families), food programs, health and dental care (on-site as feasible, with referrals and support in accessing nearby providers)
- 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 are organized into the following industry sectors: (1) Engineering and Architectural Design (2) Public Service (3) Education and Child Development (4) Arts, Media and Entertainment (5) Marketing, Sales and Service (6) Energy, Environment and Utilities. Courses within each program area are further aligned to their appropriate career cluster. Each program area section includes the following elements: (1) Program of Study Description; (2) Program Course Sequence; (3) Course Descriptions; and (4) Course Data Information.
- 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. Located on the Canyon Creek Summer camp site in Lake Hughes, Fin Prep scholars will have the opportunity to take advantage of the Camp atmosphere such as a variety of sports including basketball, baseball and volleyball. Enrichment

activities like arts and crafts, photography, and music. Challenge activities such as ropes course, zip lining and wall climbing will also be used for team building as well as taking advantage of the scene through nature activities like hiking, gardening and nature walks.

FIN 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 Prep, previously founded Green Dot in 1999 and currently serves as Green Dot's *Chairman Emeritus*. Like Green Dot's 20 Southern California secondary charter schools, 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. For qualifying foster youth, homeless students, former juvenile court students, youth of military families, teen parents, pregnant teens or migrant students, and transition youth under AB 216/AB 1806 students who require an alternative pathway a special PLDP meeting will be held at the end of the students' sophomore year or within thirty days of transferring to FIN Prep for juniors and seniors with the following team members in attendance: Grade Level Lead, School Counselor, Administrator, SpEd Coordinator, Advisor, student, and parent. For students requiring ELD services the ELD Coordinator will also be in attendance. This meeting will provide the following graduation options for qualifying students who changed schools in their junior or senior year:

- Graduation under AB 216/AB 1806 does not entitle the student entrance into a 4-year university/college
- If eligible, accept the credit exemption or reject the exemption and remain on the A-G pathway with a specific credit recovery contract
- If student is eligible for the exemption, they are not required to accept the exemption and cannot be denied enrollment in courses for which they are otherwise eligible
- Remain in High School a 5th year to complete A-G pathway credits
- Provide information about how remaining in school for a fifth year to complete the school district's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
- Provide information about transfer opportunities available through the California Community Colleges.
- Acknowledge eligibility but defer decision to a later date. Date to be determined at the end of this meeting.
- FIN Prep provides assurance that the school will not request the early graduation option

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.

A word about the timeline for development: As pioneers of this model in California, our founding team and partners need time to engage in multi-agency coordination, significant fundraising, facilities development, and potentially legislative advocacy to support this innovative public boarding school model. An authorized charter petition will enable us to secure appropriate resources and formalize partnerships.

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 once the boarding program is offered, we plan to launch the school (without the boarding program) with a “slow growth” model starting in Year 1 (2020-21). We anticipate that the public boarding program will launch initially as an optional component for a smaller number of students than is enrolled, growing over time to ultimately function as a full-fledged public boarding school. Given that significant components of the model will be dependent on actual facilities availability and coordination with government and private partners, we propose to submit a detailed Material Revision to this Charter Petition prior to launching the public boarding school component of the program for the 2023-24 school year (Year 4 of the Charter). The Material Revision will include a detailed staffing plan for the residential component of the school, a revised budget that incorporates the residential program (revenues and expenses), and other aspects of services that will be provided by FIN Prep and/or partner agencies. We have detailed herein those aspects of the program that we can project with some degree of certainty as of the submission of this Charter.

We note that there is some precedent for a residential program in San Diego, the San Pasqual Academy, which is “the first residential education campus for foster youth in the nation.”⁴ Unlike the SEED Foundation schools, which operate like a traditional boarding school, at San Pasqual, four collaborative partners provide different aspects of the program: New Alternatives, Inc. operates the residential program, the San Diego County Office of Education operates a Community Day School on the campus, and the San Diego Workforce Partnership and San Diego County HHSA provide related services. All student-residents at San Pasqual, which has a capacity of 184 youth, are placed there by the San Diego Department of Children and Family Services (with the youth’s consent, as an alternative foster placement).⁵

The timeline for San Pasqual from initial conception to opening took several years of collaboration between the San Diego Board of Supervisors, Health and Human Services Agency (HHSA), and dozens of other agencies and partners. The County of San Diego purchased what is now the school’s 238-acre campus, which previously had operated as a church-run boarding school. Over the next two years, renovations were funded through a public-private partnership, with the local business community generously donating \$14.5 million. While the campus was

⁴ http://www.sanpasqualacademy.org/foster_care_challenge.htm

⁵ Conversely, FIN Prep will be purely a “school of choice,” though our partnerships and outreach efforts will ensure that agency personnel who work with our target population are aware of FIN Prep as an option.

being renovated, an HHSA team was assembled and consulted with national experts and stakeholders about how the Academy program should be developed.

In 2000, and continuing into 2006, there were approximately 6300 youth in foster care in San Diego County. Of those who emancipated, 30 percent experienced episodes of homelessness within a year of leaving foster care – higher than the state average. Studies also showed foster youth had serious difficulties finding and keeping jobs, getting an education and learning the skills necessary to live independently. Studies also revealed that a typical adolescent foster youth moves between homes an average of 10 times, and attends five or six different high schools . . . 83 percent of foster youth are held back by the third grade . . . 75 percent complete class work below grade level . . . 35 percent are in special education . . . and as few as 15 percent enroll in college.⁶

FIN 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.

NEED FOR COUNTYWIDE CHARTER

“A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.”

[EC § 47605.6(a)(1)]

“In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving...” [EC § 47605.6(i)]

Future is Now Preparatory (FIN Prep) hereby respectfully requests countywide charter approval from the Los Angeles County Board of Education (“LACBOE”), in order to offer a groundbreaking new model for public education in California: a public boarding school option designed in particular to serve homeless and other resilient youth in grades 6-12 whose significant needs have not been met in more traditional public schools.

FIN Prep intends to serve what has historically been a difficult to reach, transient student population lacking a settled residence in any one particular school district with the County. Because of the very nature of homelessness and lack of a fixed “home” for homeless children and youth, school district residential boundaries are relatively meaningless. The Education Code contemplates these sorts of special circumstances where the most sensible approach to

⁶ Ibid.

effectively serve a particular population is through a single, countywide charter, rather than a charter geographically restricted to a single school district. School districts are, by definition, geographically delineated as residential districts. That concept contemplates and assumes a family unit residing in a particular, fixed “residence.” Unfortunately, homelessness is inconsistent with that assumption. Homeless individuals will sleep where they can—and short-term arrangements are the norm. The sheltered and unsheltered homeless population crosses both educational and municipal boundaries daily.

According to the latest homeless population count administered by the Los Angeles Homeless Services Authority, 58,936 Los Angeles County residents are homeless, of which 44,214 are without shelter. The count identified 8,914 youth minors through age 24. African Americans and Latinx are disproportionately represented at 38% and 34% respectively.⁷ Additionally, homelessness is pervasiveness throughout the county, the highest concentration in Central Los Angeles (28%) and South Los Angeles (16%). 3,164 homeless youth received shelter, housing, and wrap-around services in 2019 through the Los Angeles Continuum of Care system. An array of services was provided to residents to stabilize and to transition from homelessness to self-sufficiency.

In a national study on unaccompanied youth homelessness researchers at Chapin Hall at the University of Chicago reported one in thirty adolescents between the ages 13 and 17 experience homelessness over the course of a year⁸. In addition to family conflict the Congressional Research Service identified family dynamics, a youth’s sexual orientation, sexual activity, school problems, pregnancy and substance use as primary risk factors for unaccompanied youth homelessness.⁹ Moreover, children and youth who experience homelessness due to family instability and inadequate social safety nets are at a higher risk of becoming homeless adults. Most of these vulnerable students enroll in traditional district schools (or “traditional” charter schools) that serve a general population of students. While some of these schools have more success than others in meeting the significant needs of these students, rates of transfer – including across districts – and drop-out rates remain unacceptably high, while graduation rates remain disproportionately low even as rates for other subgroups of students recently have increased. Unsurprisingly, many youth in crisis wind up in the juvenile detention and probation system, where they are placed in LACOE-operated or LACOE-authorized schools, primarily juvenile halls and camps. Educational outcomes for these youth are sobering.

⁷ <https://www.lahsa.org/documents?id=3437-2019-greater-los-angeles-homeless-count-presentation.pdf>

⁸ <http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf>

⁹ <https://crsreports.congress.gov/product/pdf/RL/RL33785/55>

While the County, State and others have made admirable efforts to decrease obstacles for these students as they transfer schools (e.g., requiring a new school of residence to admit them immediately even if their immunization records are not available, or providing federally-mandated transportation to the student's school of origin – a continuing challenge for many districts across the state), the reality is that the process of changing schools for an already vulnerable adolescent or the effort of traveling across any significant distance in our congested metropolis can be the “breaking point” that causes them to drop out.

Starting in 1998, a unique model for serving these “hard to serve” vulnerable youth was developed in Washington, D.C., which since has been replicated in Maryland and Florida (with ongoing efforts in Ohio and other states): a public boarding school that provides residential facilities and 24 hour care for students five nights per week – Sunday evening through Friday after school – with students reuniting with their families and caregivers on weekends and school holidays. Given the scope and current crisis facing LA County in serving these vulnerable students, FIN Prep proposes to partner with LACOE, the Los Angeles County Board of Supervisors, and the numerous government and community-based agencies and organizations that serve these children to bring this innovative model to California.

Starting with a day school program for 100 students in grade 6 and 125 students in 9 in 2021-2022, we propose to grow slowly over the charter term, opening the boarding program option in Year 4, giving us crucial time to secure funding, establish core services partnerships, and identify and develop an appropriate facility within the constructs of current systems and policies in the County and State. As detailed in Element 4 below, we intend to first establish a temporary facility and then later a boarding facility within Los Angeles County based on a high concentration of homeless youth in the community and potential availability of an appropriate facility.¹⁰ (See Element 4 for a more detailed discussion of site locations.) In Year 4 (2023-24), we plan to launch a second facility within the County, based on current needs and community interest. We intend to locate these facilities in locations accessible to FIN Prep's target population. We plan to coordinate with LACOE, the LA County Board of Supervisors and other partners to identify appropriate locations; we have provided notices as of March 31, 2020, more than 30 days prior to the submission of this petition, Antelope Valley Union High School District, Valley Union High School District, William S. Hart Union High School District and each of their feeder districts; Acton-Agua Dulce, Castaic Union, Gorman, Hughes-Elizabeth Lakes Union, Lancaster, Palmdale, Keppel Union, Eastside Union, Newhall, Saugus Union, Sulphur Springs Union, Westside Union, and Wilsona. On July 15, 2021 we provided notice to Torrance Unified School District.

¹⁰ For sake of comparison, the total number of K-12 students enrolled in 2015-16 in public schools (charter and non-charter) across LA County was 1,523,212 students; the matched foster youth count for the County was 24,298 students, or 1.6% of total enrollment. That same year, LAUSD enrolled 639,337 students in charter and non-Charter schools (42% of the County's total enrollment), and 11,586 of those were foster youth -- 1.8% of LAUSD's enrollment and 48% of the County's foster youth. (<https://data1.cde.ca.gov/dataquest/foster/fosterGrdEnrl.aspx?level=County&cde=19&year=2015-16>)

EC § 47605.6(a)(1) permits a county board to authorize a charter that operates at one or more sites within the geographic boundaries of the county under its jurisdiction if it finds (1) the school will offer educational services to a pupil population that will benefit from those services; (2) the charter will provide instructional services that are not generally provided by a county office of education; and (3) the pupils cannot be served as well by a charter that operates in only one district in the county. The following presents FIN Prep’s rationale for each of these points.

A. FIN PREP WILL OFFER SERVICES TO STUDENTS WHO WILL BENEFIT FROM THESE SERVICES AND ARE NOT CURRENTLY SERVED BY LACOE

HOMELESS YOUTH IN LOS ANGELES COUNTY

The 2019 Point-In-Time Count coordinated by the Los Angeles Homeless Servicing Agency identified 8,914 youth, minors through age 24. African Americans and Latinx are disproportionately represented at 38% and 34% respectively. Additionally, homelessness is pervasiveness throughout the county, the highest concentration in Central Los Angeles (28%) and South Los Angeles (16%). 3,164 homeless youth received shelter, housing, and wrap-around services in 2019 through the Los Angeles Continuum of Care system. An array of services was provided to residents to stabilize and to transition from homelessness to self-sufficiency.

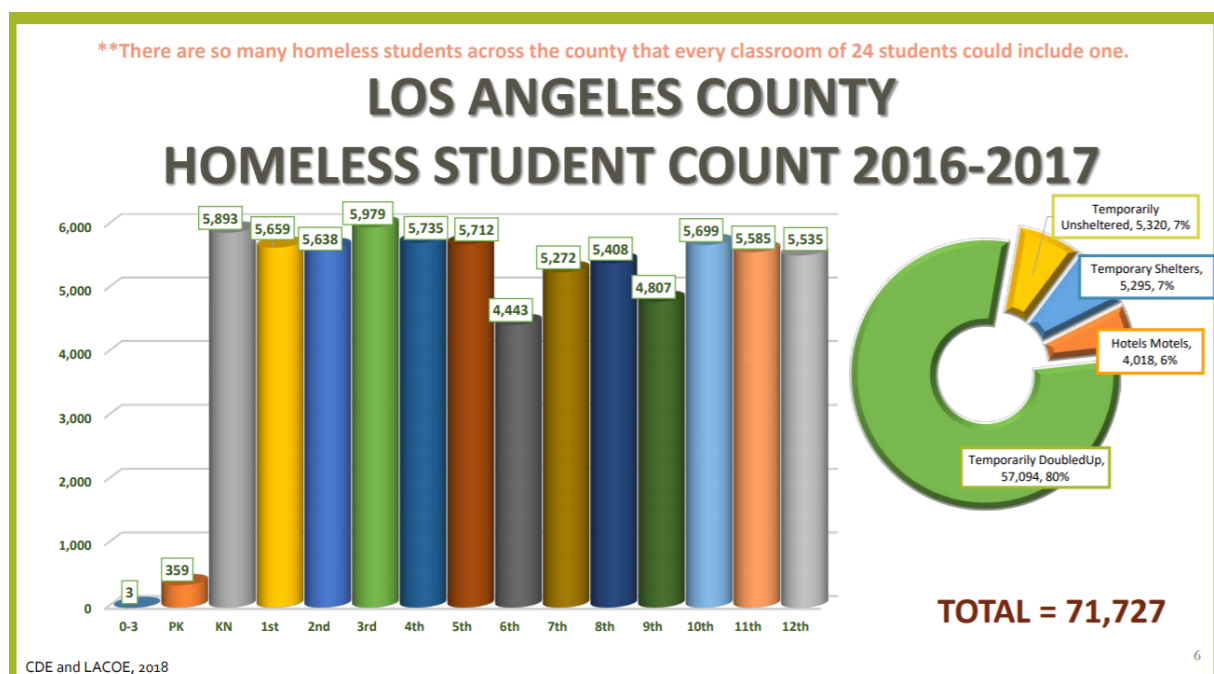
The chronic inadequate supply of affordable housing has led to increases in the homeless population nationally. Despite providing more services and housing, the needs of the population are outpacing the resources. Strikingly in Los Angeles the county and city saw annual increases of 12% and 16% in the homeless population. During the same period, the youth homeless population increased by 24%. And yet, the nature of homelessness contributes to undercounting the population of homeless persons.

Hidden in plain sight, Los Angeles County student homeless population is eight times larger than the Housing and Urban Development (HUD) definition. More than 31,000 students were identified as being homeless in Los Angeles County. Education systems include students as homeless if they do not have a permanent residence. This may include unaccompanied minors, families living in motels, families “doubling up” with others.

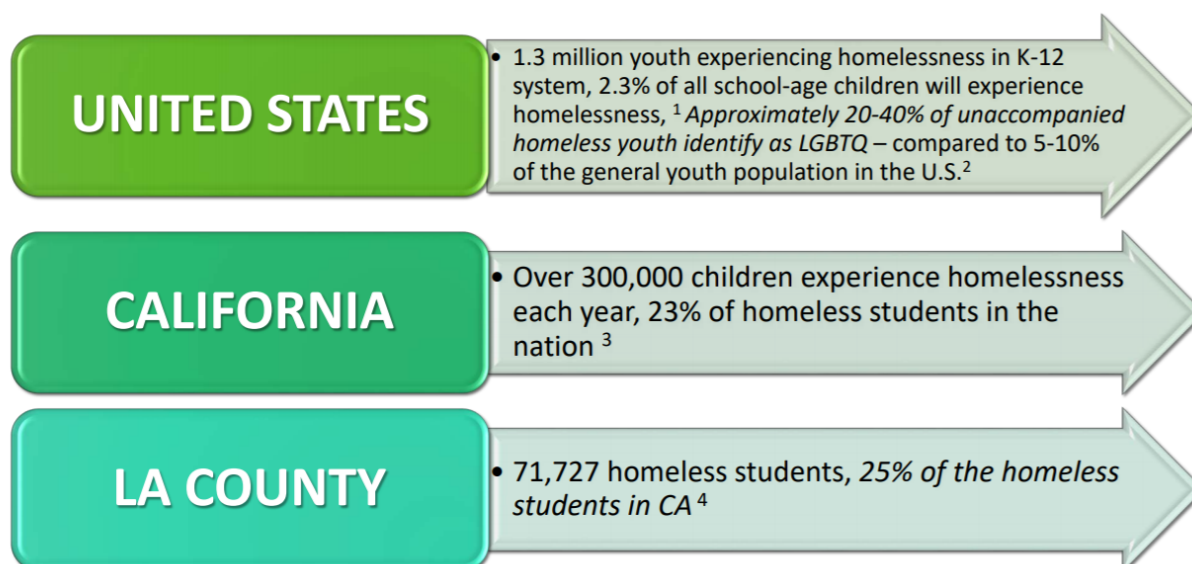
Data on homeless youth in the County is difficult to concretely discern as homelessness is self-reported, the definition of homeless student is expanded beyond the HUD definition of homelessness, and unaccompanied youth take measures to mask their status. CDE’s Dataquest site reports that in 2018-19, 54,871 homeless youth were enrolled in K-12 schools (charter and non-charter) across the County.¹¹ Yet in a 2018 report prepared by CDE and LACOE staff, *Access To Higher Education: Students Experiencing Homelessness, Cal State University Basic Needs Initiative, February 7, 2018*,¹² (“Access Report”) the authors identify a total of 71,271 school-aged children within LA County were identified as homeless:

¹¹ <https://data1.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=19&aggllevel=County&year=2018-19>

¹² https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Documents/Day1_Session1_YouthImpactedbyHomelessness.pdf



This represents 4.8% of the entire countywide school enrollment. Given that “homelessness is associated with an 87% increased likelihood of dropping out of school,”¹³ this is a crisis of significant – and growing proportions. The Access Report is illuminating, including the fact that 25% of the State’s homeless students reside in LA County, and 23% of the nation’s homeless students reside in California:



¹ U.S. Census Bureau, 2013 American Community Survey 1-year Estimates.

² Safe horizon, www.safehorizon.org; 2014

³ CA Homeless Youth Project, California’s Homeless Students. A Growing Population; September 2014

⁴ Los Angeles County Office of Education; September 2017

¹³ Ibid.

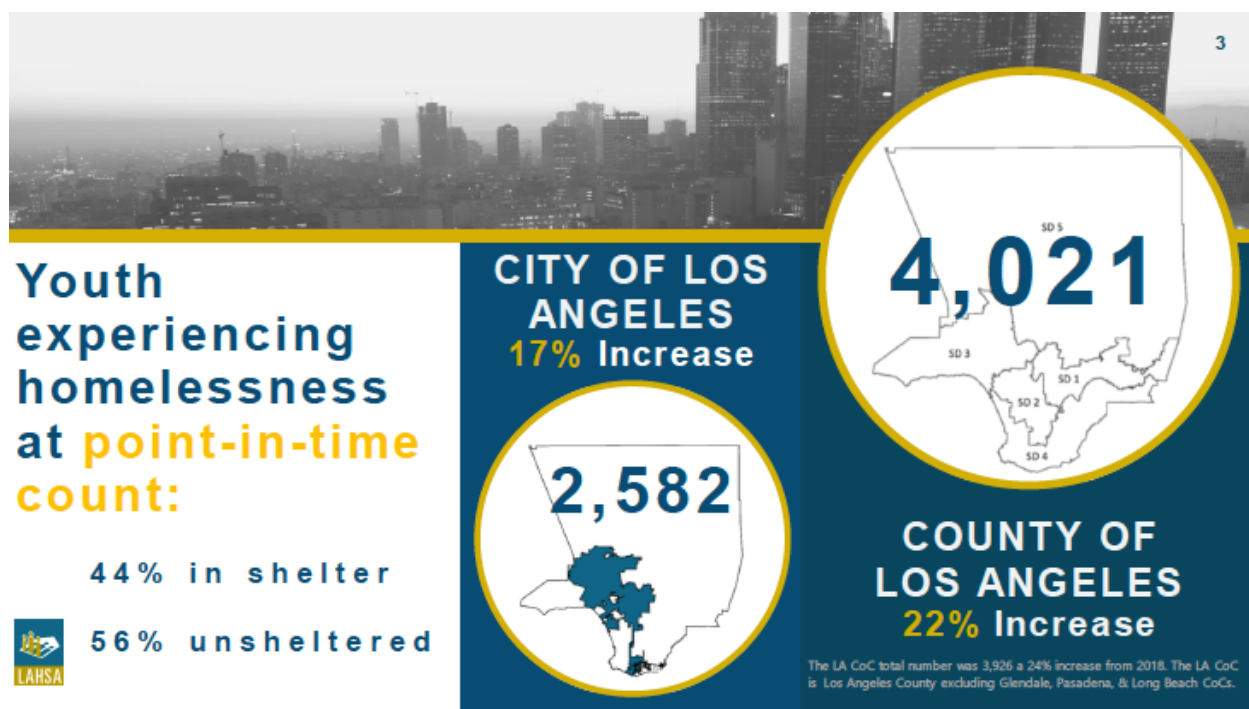
The Access Report details the definition of “homeless” and “unaccompanied homeless” youth under the federal McKinney-Vento Act, which applies to children between 0 to 22 years of age:

- A "homeless" student as one who lacks a fixed, regular, and adequate nighttime residence, which is not limited to those living on the streets but may include:
 - Sharing the housing of others due to loss of housing, economic hardship, or similar reason (“doubling or tripling up”)
 - Living in motels, hotels, trailer parks, camping grounds due to the lack of adequate alternative accommodations
 - Living in emergency or transitional shelters
 - Living in a public or private place not designed for humans to live
 - Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or a similar setting
 - Abandoned, runaway or pushed-out youth or migratory children living in any of the above circumstances.
- An “unaccompanied homeless” student is identified when a student meets the above criteria for “homeless” under the Act, and the student is “not in the physical custody of a parent or guardian.”¹⁴

The 2019 Greater Los Angeles Homeless Youth Count, coordinated by LAHSA, found 3,926 homeless youth, which in the count includes transitional aged youth (18-24) – 3,323 counted in 2019 – plus unaccompanied minors (66) and members of young families where the head of household is under age 24 (537 youth).¹⁵ The majority of these youth (56%) were unsheltered:

¹⁴ Ibid.

¹⁵ <https://www.lahsa.org/data?id=36-youth-count-by-supervisory-district-sd->



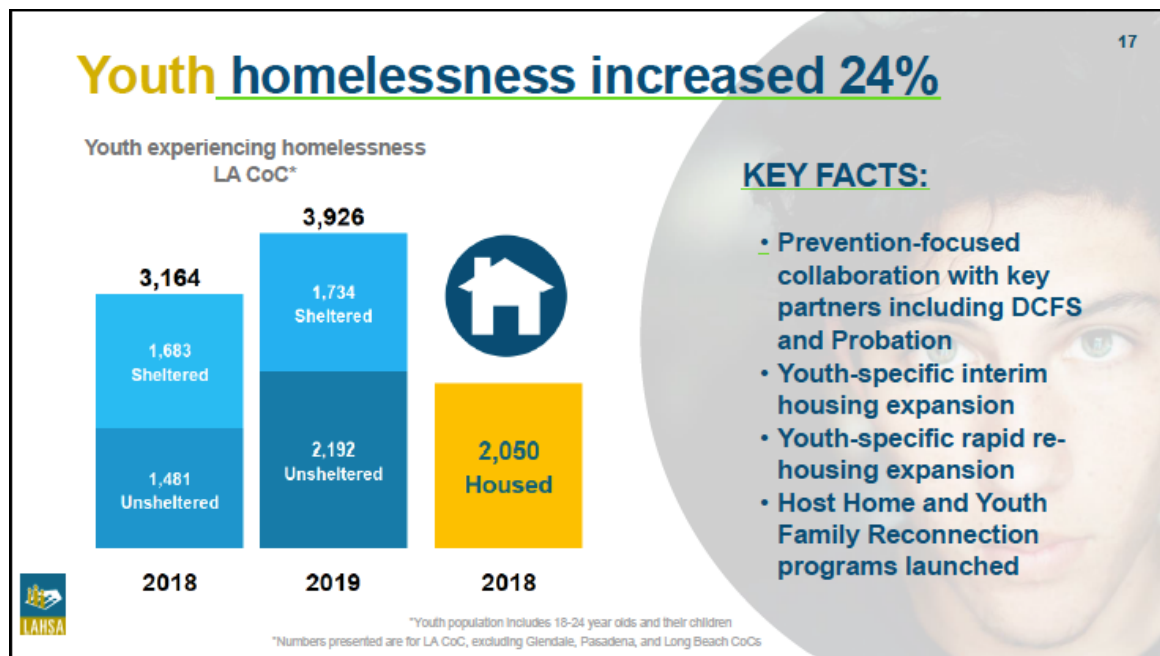
Source: <https://www.lahsa.org/documents?id=3566-briefing-on-youth-homelessness-in-los-angeles.pdf>

While most people imagine Skid Row or Hollywood as centers of homelessness, the Greater Los Angeles Homeless Count has belied that assumption, showing these youth spread across the County:

Supervisorial Districts

	Total	Transitional Age Youth	Unaccompanied Minors	Children in Young Families
District 1	505	407	4	94
District 2	972	741	30	201
District 3	1,382	1,266	26	90
District 4	533	497	5	31
District 5	534	412	1	121

Further, while many people imagine the youth who got off the bus from another state and wound up homeless in Los Angeles, the 2017 County found that 71% of all homeless individuals in the County resided in LA County prior to becoming homeless.¹⁶ The 2019 Count noted an 8% increase over 2018 in the number of families with children under 18, and a 64% increase over 2018 in the number of youth ages 18-24 experiencing homelessness:



Source: Greater Los Angeles Homeless Count 2019 Results.

The LAP3 report noted that *50% of all youth who age out of foster care will end up homeless or incarcerated* and only 3% will obtain a college degree. Research has shown – and our own data from CDE supports the fact -- that 42-46% of foster youth will drop out of high school.¹⁶

America’s Promise Alliances states that students who experience homelessness are 87% more likely to drop out.¹⁷

Unlike tracking of foster youth via the matching databases between Child and Family Services and school enrollments, the Access Report notes, “It is very difficult for [Local Education Agencies] to track [Unaccompanied Homeless Youths] as they may not report their homeless status for fear of being returned to unsafe family environments or taken into the custody of the child welfare system.”¹⁷ Thus one can assume that CDE data on public school enrollment of homeless and especially unaccompanied homeless youth may be significantly under-reported.

FOSTER YOUTH IN LOS ANGELES COUNTY

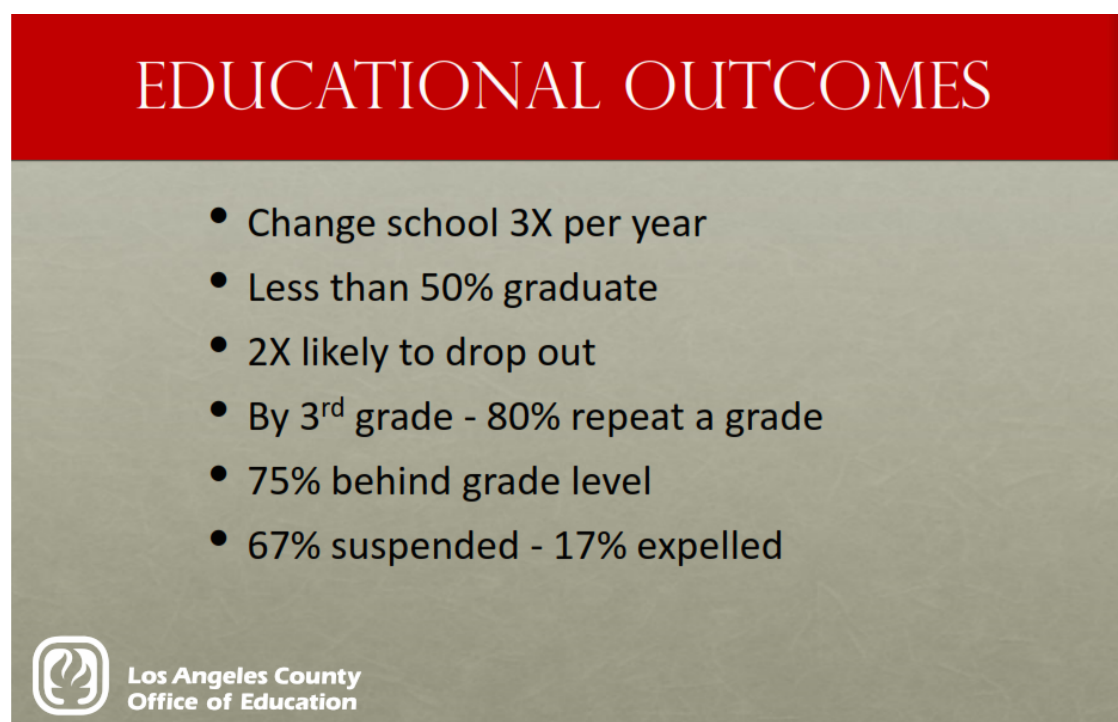
According to the California Department of Education, as of 2017-18, the most recent year for which data is available that matches school enrollment with foster status, K-12 public schools across LA County served 17,041 foster youth in district public schools (across the County’s 81

¹⁶ Ibid.

¹⁷ Ibid.


different districts); 9,100 of these students were in grades 6-12 in 2017-18.¹⁸ This represents 18.11% of all of the foster youth in public schools across the entire State of California.¹⁹ Across the County, 62.46% of the foster youth are Hispanic/Latino, 24.25% African American, 8% White²⁰; 19% are English Learners (EL), and 13% are Special Education (SpEd).²¹

A recent report to LACOE from LA County's Division of Student Support Services, Foster Youth Services Coordinating Program included sobering data on "Educational Outcomes" for these children:



EDUCATIONAL OUTCOMES

- Change school 3X per year
- Less than 50% graduate
- 2X likely to drop out
- By 3rd grade - 80% repeat a grade
- 75% behind grade level
- 67% suspended - 17% expelled

 Los Angeles County
Office of Education

Source: 2017 FYSCP Report.

Dr. Rachelle Touzard, LACOE's Director of Foster Youth Services, went on to recommend increased collaboration to serve these children, including efforts to train teachers and staff on

¹⁸ Curiously, CDE reports separately in "unmatched," school/district-reported data for 2017-18 that only 10,774 foster youth were enrolled in charter and non-charter schools in the County. (<https://data1.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=19&aggllevel=County&year=2017-18>). It seems unlikely that the number of foster children enrolled in public schools in the County dropped by more than 50% in two years, thus student/family self-reporting of foster care status on enrollment records may be significantly underreported. LACOE's Division of Student Support Services, Foster Youth Coordinating Program reported to the LACOE Board in 2017 that there were 21,000 school-aged foster children in LA County. (Touzard, R., Division of Student Support Services, Foster Youth Services Coordinating Program, LACOE, March 7, 2017 (hereinafter 2017 FYSCP Report).)

¹⁹ <https://data1.cde.ca.gov/dataquest/foster/FosterGrdEnrl.aspx?year=2017-18&level=County&cds=19>

Notably, the number of children in foster care across the state has tripled in the past 20 years. FYSCP Report.

²⁰ <https://data1.cde.ca.gov/dataquest/foster/FosterGrdEnrl.aspx?level=district&cds=1910199&year=2017-18>

²¹ <https://data1.cde.ca.gov/dataquest/foster/FosterGrdEnrl.aspx?level=district&cds=1910199&year=2017-18>

trauma-informed practices and other strategies, increase college/career preparation and access, share data between districts, and engage in collaborative planning.

In 2017-18, LACOE directly enrolled 1,786 of these foster youth in LACOE-operated schools or LACOE-authorized charter schools – approximately 10% of the County’s total school-age foster youth population. All but 12 of these children were in grades 6-12.²² With the exception of two charter schools specifically designed to serve foster, probationary and other disconnected youth placed at their schools by the County (Optimist Charter School and Soledad Enrichment Action Charter High School²³), the overwhelming majority of these foster students were enrolled at County-operated juvenile halls and camps.²⁴ In other words, 90% of the County’s 24,000+ K-12 school-aged foster youth are currently attending schools that are not operated by the County. FIN Prep intends to serve these students and provide services that are generally not provided by a county office of education.

The following are just four examples of the types of underserved students FIN 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. Being able to attend a public boarding school during the week would enable him to focus on himself and his goals, while still maintaining his bond with his extended

²² <https://data1.cde.ca.gov/dataquest/foster/FosterGrdEnrl.aspx?level=district&cde=1910199&year=2015-16>

²³ As described in the recent LACOE Charter School Office Board Report recommending renewal of Optimist Charter School, “Optimist’s target population are students placed by the Department of Probation in foster homes, group homes, or residential homes operated by Optimist Youth Homes and Family Services. Due to the transient nature of residential placed foster youth served by the school, enrollment fluctuates throughout the year. In 2016-17 Optimist had an average daily attendance rate of 118.93; however, the school enrolled 444 students throughout the year.” (April 3, 2018, p. 14; [https://www.lacoe.edu/Portals/0/Board/No.%2027%20\(4-3-18\)%20Online%20Agenda.pdf](https://www.lacoe.edu/Portals/0/Board/No.%2027%20(4-3-18)%20Online%20Agenda.pdf)). Originally founded in 1906, Optimist is the largest provider of services to probationary youth in California, with residential programs (primarily in Northeast Los Angeles), a foster care agency overseeing 60 children in foster care, and a variety of mental health programs in addition to the charter school. (www.oyhfs.org.) Optimist’s charter was renewed by the LACOE Board on April 3, 2018 for a new five-year term.

Conversely, on April 17, 2018, the LACOE Board voted to deny a new 9-12 countywide charter for SEA Prep Academy, submitted by the operators of Soledad Enrichment Action Charter High School (SEA Charter). According to the Charter Schools Office report to the LACOE Board on April 17, “The County Board first approved SEA Charter School in 1997 to serve the same population of pupils that [LACOE] would otherwise be required to serve.” (April 17, 2018, p. 5; [https://www.lacoe.edu/Portals/0/Board/No.%2029%20\(4-17-18\)%20Online%20Agenda.pdf](https://www.lacoe.edu/Portals/0/Board/No.%2029%20(4-17-18)%20Online%20Agenda.pdf).) SEA Charter has operated since 1997 as a community day school with students (including foster and probation youth) placed at the school by the County. In October 2017, SEA notified LACOE of its intent to close SEA Charter at the end of this school year; in January 2018, the organization submitted a new charter petition to operate as a countywide charter without functioning as a community day school. That request was denied.

²⁴ [https://www.lacoe.edu/Portals/0/Board/No.%2029%20\(4-17-18\)%20Online%20Agenda.pdf](https://www.lacoe.edu/Portals/0/Board/No.%2029%20(4-17-18)%20Online%20Agenda.pdf)

family. Terrence hopes his brother will be able to join him at FIN 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. 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 Prep, going home to his parents on the weekends, 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 graphic artist and is very interested; the Drafting/Computer Aided Design 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 will help him make more money.

Tiffany, not her real name to protect her privacy, is an 11-year-old 6th 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’s mom recently lost her job and eventually the apartment they rented. Without any relatives nearby, Tiffany and her mother began sleeping in the family car. While Tiffany is a very responsible child and a straight A-student, someone at Tiffany’s school made a report to DCFS about suspected child neglect when they heard Tiffany was sleeping in a car. The DCFS case manager suggested Tiffany and her mom take a tour of FIN Prep to see if it might be a good fit. While Tiffany is worried about her mom being alone without her during the week, they agree to give FIN Prep a try. Tiffany and her mother both want Tiffany to be the first in their family to go to college and they see that FIN Prep will challenge Tiffany and support her as she pursues this dream, yet she will still get to spend weekends with her mom. The mother is referred to countywide services to assist with employment and securing safe and affordable housing.

Laura, not her real name to protect her privacy, is a 15-year-old who fled her home to escape an abusive step-father. She had long spent the money she had saved to get to Los Angeles, and has been living on the streets for months when a small group invited her to squat with them in an abandoned building. While Laura had done well enough in school until her mother remarried, school now seems like an unrealistic option given the need to feed and protect herself. By chance, Laura sees a flyer on a laundromat bulletin board advertising FIN Prep as a free weekday boarding school. She takes the flyer, and after thinking about it for several days and talking to one of her friends, they decide to call the number. Within days, Laura is living at FIN Prep and enrolled in school; she is trying to convince her friend to come join her, though her friend is worried enrolling in FIN Prep means she’ll be placed in foster care. The FIN Prep social worker has found a nice, single woman who is willing to be Laura’s weekend guardian and Laura has seen her apartment and the bedroom that has been set up for her. She is nervous,

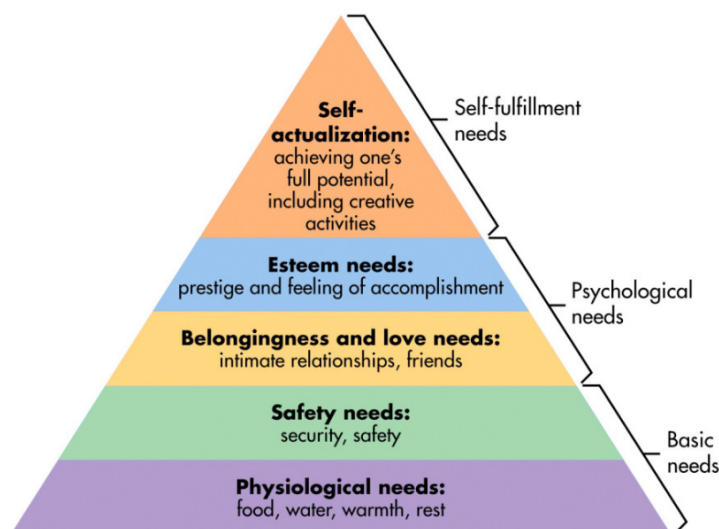
but willing to try this out after months of living on the streets. During Laura’s intake a counselor will interview her to ascertain how she survived on the street and if she was able to utilize community programs. Laura will also be assessed for trauma-informed, mental health and medical services.

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

FIN Prep’s ultimate goal is to radically change the educational outcomes (college- and career-readiness) and future outlook for foster, homeless and other vulnerable youth in Los Angeles County, 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 Prep shall offer personalized instructional services for a vulnerable, at-risk student population that are not generally provided by a county office of education.

MASLOW’S HIERARCHY OF NEEDS

Our model is rooted in the famed “hierarchy of human needs” defined by Psychologist Abraham Maslow in 1943, which has had a major impact on education, advocating “a holistic approach . . . [that] looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact learning.”²⁵ Maslow initially defined the hierarchy of needs to explain human motivation: our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.



Source: <https://www.simplypsychology.org/maslow.html>.

²⁵ McLeod, S. *Maslow's Hierarchy of Needs*, (updated 2017) <https://www.simplypsychology.org/maslow.html> (citing Maslow, A. H. (1943). *A Theory of Human Motivation*. *Psychological Review*, 50(4), 370-96.).

In the 1960's and 70's, Maslow expanded the five-stage model to include cognitive and aesthetic needs, as well as transcendence needs:²⁶

1. Biological and physiological needs - air, food, drink, shelter, warmth, sex, sleep, etc.
2. Safety needs - protection from elements, security, order, law, stability, etc.
3. Love and belongingness needs - friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).
4. Esteem needs - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).
5. Cognitive needs - knowledge and understanding, curiosity, exploration, need for meaning and predictability.
6. Aesthetic needs - appreciation and search for beauty, balance, form, etc.
7. Self-actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.²⁷
8. Transcendence needs - A person is motivated by values, which transcend beyond the personal self (e.g., mystical experiences and certain experiences with nature, aesthetic experiences, sexual experiences, service to others, the pursuit of science, religious faith, etc.).²⁸

Maslow later clarified (1987) that the order in the hierarchy is not rigid, and the order of needs might be flexible based on external circumstances or individual differences. For example, for some, the need for self-esteem is more important than the need for love. For others, the need for creative fulfillment may supersede even the most basic needs.²⁹ Maslow also pointed out that most behavior is multi-motivated and noted that “any behavior tends to be determined by several or all of the basic needs simultaneously rather than by only one of them.”³⁰

²⁶ McLeod (citing Maslow, A. H. (1970a). *Motivation and personality*. New York: Harper & Row; Maslow, A. H. (1970b). *Religions, values, and peak experiences*. New York: Penguin. (Original work published 1966).

²⁷ Maslow defined self-actualization as “the person’s desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions.” (Maslow, 1943, p. 382–383).

²⁸ McLeod.

²⁹ The theory is not without criticism. See, e.g., <https://www.psychologytoday.com/us/blog/positively-media/201111/social-networks-what-maslow-misses-0> (arguing that social connection is the most basic human need); Tay, L., & Diener, E. (2011). *Needs and subjective well-being around the world*. *Journal of Personality and Social Psychology*, 101(2), 354-356. doi:10.1037/a00 (summarizing survey results of 60,865 participants from 123 countries and finding that universal human needs do appear to exist regardless of cultural differences, however, the ordering of the needs within the hierarchy was not correct. "Although the most basic needs might get the most attention when you don't have them," Diener explains, "you don't need to fulfill them in order to get benefits [from the others]." Even when we are hungry, for instance, we can be happy with our friends. "They're like vitamins," Diener says about how the needs work independently. "We need them all.")

³⁰ <https://www.simplypsychology.org/maslow.html>

FIN PREP IS DESIGNED TO MEET OUR STUDENTS' NEEDS (DESCRIPTION OF INSTRUCTIONAL DESIGN)

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:

First, FIN Prep's homeless and other 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, or who does not feel safe, or who does not feel a sense of belonging, will not engage fully in the learning process. At FIN Prep, our first objective is to create a stable, safe and caring environment in which 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:

- ***Extended Time on Campus, Including an Optional Weekday Boarding Program:*** FIN Prep will offer an extended school year (including an optional summer program, pending funds availability) an extended school day, and, starting in year three, and optional weekday boarding program from Sunday evenings to Friday after school, with students returning to their families/caregivers each weekend. This additional time on campus for both day students and boarding students will enable us to provide the various support and enrichment activities students need. Taking advantage of the Canyon Creek partnership and site, enrichment activities will be provided in various areas of interest such as sports, music, art, dance, or water activities. For social emotional support, activities such as nature walks, hiking, and gardening will also be available. In addition to extra academic support (tutoring, homework assistance), we will provide opportunities for CTE engagement (internships, paid jobs), life skills training, psycho-social counseling and support, health and dental care, enrichment experiences (arts, sports, clubs, field trips and community experiences), case management services, legal consultations and support and more, all centralized on campus. The added time on campus also will help to promote permanency and support caretakers (e.g., biological parent, extended family, resource parents) to secure stable, long-term connections.
- ***Close Collaboration with Other Adults Involved in Our Students' Lives:*** Whether students are boarding at FIN Prep five days a week or going home each night, whether they live with both biological parents or arrived at FIN Prep as an unaccompanied homeless youth, FIN Prep staff will work to partner with the adults and 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 (including residential staff as this program is launched) 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.
- 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.
- As a counseling department this plan will mean the adoption of a data driven MTSS/SST 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 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 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 6-8th grades and from 9-12th grades). Each small Advisory group will serve as a “home base” and check-in point, with both a formal curriculum 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, equity and practice

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. We know that the vast majority of our students will be trauma impacted youth, with most arriving at FIN Prep one or even several grade levels behind in their learning, and many having issues with emotional

deregulation. We know that many of them will have IEPs, while others may have un-diagnosed special needs, and that perhaps their parents or caregivers have been unable to identify or advocate for what their child may need to succeed. 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.
- Students with Disabilities: 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 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. Our model prioritizes stabilization and permanency. 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. Each student will have a “Diagnostic Team” composed of a social worker, nurse and teacher/Advisor, with additional personnel added as needed (e.g., a Special Education teacher, English Learner specialist, etc.). During the summer between the time a student enrolls at FIN Prep and commences school, or within the first 30 days of enrollment for students who enroll mid-year, the Diagnostic Team will:

- Conduct an intake meeting with each student and his/her parent/guardian to serve three purposes: (1) review FIN Prep’s Student Handbook and ensure the student and parent/guardian understand and agree to FIN Prep’s program and policies; (2) 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; 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, a to determine class placements, remedial needs and additional supports.
- Conduct brief psycho-social assessments 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, the Diagnostic Team will present a report of recommendations to the Principal and Director of Counseling and Student Support, detailing a plan for student success.

A full-time Director of Counseling and Student Support, starting in Year 2, 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 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 Diagnostic Team to ensure support is successful and students are progressing throughout the school year. FIN 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:

- Professional Development Unit on trauma informed practices that occurs monthly and continues to build on knowledge and practice to ensure students are set up for success.
- 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 Canyon Creek Summer Camp to provide team building opportunities for staff and Advisory class connections.
- 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 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 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 subject 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 artist 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.

FIN 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 Prep well-prepared for their next steps and achievement of long-term goals. Future is Now will strive to attain high graduation rates (including offering an alternative diploma path for foster youth, homeless students, former juvenile court students, youth of military families, teen parents, pregnant teens or migrant students), with an emphasis on long-range college and career planning. The master schedule will offer elective courses across middle and high school that support core content development (i.e., drama), and challenge (including AP 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 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 will provide credit recovery options either within the Master Schedule or as an online alternative through Cyber High or Apex that will serve as an opportunity for students to make up Ds and Fs to work towards A-G classification
- For students above grade level enrichment opportunities will be provided through Advanced Placement courses, and summer enrichment opportunities, and internships

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.

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 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) among many others. This research will allow FIN 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 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 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, 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.

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. 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 Prep will relentlessly pursue success for each student, one student at a time. 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
- 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

In recognition of the fact that unaccompanied homeless youth and those transitioning from foster care need to be prepared to support themselves and navigate responsibility for their own lives after graduation, we will offer a detailed life skills program to teach students basic skills of “adulthood,” 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 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, competitive 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 Canyon Creek Summer Camp to create internship opportunities through their Counselor in Training (CIT) program.

While much of our work will be focused on the lower and middle tiers of Maslow’s hierarchy, we want each of our students to achieve self-actualization and some degree of transcendence during their time at FIN Prep

FIN PREP IS BASED ON A PROVEN MODEL

As demonstrated by the SEED Schools, now in its 21st year, in Baltimore, Maryland and Washington, D.C., public charter boarding schools can achieve success with students like those who will attend FIN Prep. SEED Schools are proving impactful: with enrollment that is 98% African American, 90% of their ninth-grade students graduate from high school, 94% of SEED graduates enroll in college, and 37% to date have graduated from college, compared to the national average of 31%. More striking is SEED students, who are low income and first generation, are graduating at 3.5 times the rate as similar students nationwide.³¹

C. THESE STUDENTS CANNOT BE SERVED AS WELL BY A CHARTER THAT OPERATES IN ONLY ONE DISTRICT IN THE COUNTY

Across the nation, counties, cities and schools are struggling to meet the needs of students and families in crisis, resorting to innovative and new approaches to meet their needs.³² Though there are recent legal mandates intended to increase the stability and consistency of foster youth in school, such as the Every Student Succeeds Act's mandate for district-provided transportation to the student's "school of origin" when they move, these mandates have met with at best inconsistent implementation in LA County.³³ Similarly, the new LA Education Passport System has facilitated data and educational records sharing between districts regarding enrolled foster youth, but as of April 2018, not all of the districts within LACOE have joined the system, and many are not participating fully (e.g., they are providing enrollment data to match foster students, but not homeless students, and/or are not providing access to students' records).³⁴

In response to the 2019 Point-In-Time Count, the Los Angeles County Board of Supervisors adopted an increased Measure H spending plan to increase a broad range of intervention and prevention services to more aggressively attack homelessness within the County. With a focus on six areas, the County's Homeless Action Plan is a strategic framework to Prevent Homelessness, Subsidize Housing, Increase Income, Provide Case Management Services, Coordinated System, and Increase Affordable /Homeless Housing.³⁵

On July 18, 2017, the Los Angeles County Board of Supervisors (Board) adopted a motion that recognized the need to ensure that youth in the foster care system are provided every reasonable resource to facilitate their development as "healthy, educated, and self-sufficient" young adults.³⁶ The motion also recognized that, as the largest child welfare system in the country, Los Angeles County should create its own Foster Youth Bill of Rights and Services that provides the

³¹ <https://www.seedfoundation.com/about/>

³² See, e.g., <https://studybreaks.com/news-politics/homelessness-in-san-francisco/> (Detailing a current proposal to convert a San Francisco K-8 public school's gymnasium into a shelter from 7 p.m. to 7 a.m. each night and on weekends to house some of the school's 64 families – more than 10% of enrollment -- who are homeless, after children and families were asking if they could sleep at the school at night.)

³³ <http://www.latimes.com/local/lanow/la-me-ln-foster-kids-schools-20170501-story.html>

³⁴ <https://www.lacoe.edu/Portals/0/Technology/LA-EPS%20District%20MOU%20Profile%20-%20April%202018.pdf>

³⁵ <http://homeless.lacounty.gov/news-releases/>

³⁶ <http://file.lacounty.gov/SDSInter/bos/supdocs/121690.pdf>

necessary information about services, programs, and legislative mandates to youth and resource families. The Commission for Children and Families (CCF) was directed to convene a work group to include, at a minimum, the Chief Executive Office, Department of Children and Family Services, Office of Child Protection, County Counsel, Department of Mental Health, Probation Department, Department of Health Services, other County departments (including LACOE), community stakeholder groups, and current or former foster youth. As of March 2018, the members of the Work Group expressed the belief that the respective responsibilities of social workers, probation officers, caregivers, and foster youth should be delineated in the new “Bill of Rights” and noted the confusion that exists within the network of services. Interestingly, youth in the Work Group in particular voiced concerns that empowering foster youth with information about their rights without also educating them as to their responsibilities and providing proper context would be a disservice, and could have unintended consequences, such as discord between the youth and caregiver. For example, foster youth have the right to participate in extracurricular activities; however, the caregiver may limit participation in some activities based on California’s reasonable and prudent parent standards.³⁷

In this context of current efforts by the County to improve services coordination and outcomes for these vulnerable youth, we note that the very purpose of charter schools in California is intended to foster innovation. The Education Code further envisions unique scenarios in which a countywide benefit charter would best serve a particular population of students, rather than a charter designed to serve students in just one school district or multiple local district authorized charters. FIN Prep is exactly this type of charter the Education Code envisioned.

First, FIN 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. No school within LACOE or its 81 districts is designed to meet the needs of this segment of the student population. Local districts typically acknowledge they lack the capacity and expertise to serve these foster, homeless and other resilient youth in the comprehensive high school environment, yet the local districts currently bear primary responsibility for educating 90% of the County’s foster and homeless youth. Simply put, these students are still a small enough segment of each district – typically foster and homeless youth combined equal 2-3% of total district enrollment -- that they do not warrant sufficient resources to meet their unique – and undeniably significant -- needs. While LACOE and local districts offer alternative schools such as community day schools and credit recovery, these schools were not designed to serve foster and homeless youth. Programs designed for youth involved in the juvenile justice system or dropouts may have some similar strategies to FIN Prep, yet we believe a school designed specifically to meet their needs through wraparound mental health services, a positive environment, a deliberate focus on the college or career track and the intention that vulnerable youth can and will succeed – without failing courses, without dropping out, without significant behavioral issues or being placed in a school of “last resort” – is a more suitable place for adolescents whose families are struggling with extreme poverty, or for adolescents who have been removed from their homes through no fault of their own.

³⁷ Ibid.

We respectfully suggest that current outcomes indicate a need for change. Youth who have been in foster care or who were detained through juvenile probation are more likely to experience homelessness and are overrepresented among the homeless youth population. Across the County, while data is not available for homeless youth, of the 7,216 foster youth enrolled who took the 2017-18 CAASPP (grades 3-8 and 11), outcomes for foster youth demonstrate significant achievement gaps with the overall student population. Across LACOE, 1% of foster youth “Exceeded” standards on the 2018 CAASPP in ELA and 0% in Math; 88% were “Not Met” in ELA compared to just 28.2% of the overall student population and almost all – 99% -- were “Not Met” in Math compared to 36.5% of the overall students. We include LAUSD here as well, given the significant percentage of students within the County that it serves: 5% of foster youth “Exceeded” standards in ELA and 4% in Math; 59% were “Not Met” in ELA and 66% -- were “Not Met” in Math.³⁸

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 Disconnected Youth*,³⁹ detailed service gaps disconnected youth (including foster, homeless, probation and dropout youth) face:

³⁸ <https://dq.cde.ca.gov/dataquest/CohortRates> and <https://caaspp.cde.ca.gov/sb2018>.

³⁹ The Los Angeles Performance Partnership Pilot includes the City of Los Angeles, the County of Los Angeles, Los Angeles Unified School District, Los Angeles Community College District, local Cal State Universities (CSU 5), Los Angeles Chamber of Commerce, Los Angeles Housing Service Agency, and over 50 public, philanthropic and community-based organizations to improve the service delivery system for this disconnected young adult population and improve their educational, workforce, housing and social well-being outcomes.

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.

The single mandate of Education Code (“EC”) § 47605.6(a)(1) for countywide charters requires that FIN Prep demonstrate that students cannot be served as well by a charter school that operates in *only one school district* in the county. FIN Prep meets this standard, and additionally, its target student population would not be as effectively served if FIN Prep was forced to hold *multiple local district charters*.

FIN Prep’s unique model is designed explicitly to address the achievement and service gaps for this population, in partnership with the County – the entity that bears primary responsibility for meeting these students’ needs. If FIN Prep was forced to pursue multiple charters with school districts, FIN Prep’s students would not be as effectively served as a countywide model predicated on partnership with the County.

As evidenced by the list of services gaps, coordinating provision of foster and homeless students’ basic needs – along with crucial health services, psycho-social support, long-term planning and life skills education – across different government agencies and community organizations can be a daunting task for highly experienced staff experts and educators, let alone the adolescents in need of these coordinated services.⁴⁰ Services provided by local

⁴⁰ Argwal, N., *Youths in foster system get care until age 21, but struggles persist*, LA Times, August 12, 2017; <http://www.latimes.com/local/lanow/la-me-ln-extended-foster-care-20170812-story.html> (discussing the challenges foster youth face, even with the support of AB12 transitional housing program for aged 18-21, including a lack of “life skills,” safety network and support as they make plans for their futures).

districts and counties are challenged by the transient nature of this population (both voluntary and involuntary) across district lines. While some of the 58 County Offices of Education in California include just one school district, here in Los Angeles County the 81 local districts make this a very real and common issue. Programs such as the LA Education Passport are making progress, but without 100% buy-in from every district in the County, this system will be limited.

According to the California Department of Education, “County offices of education support school districts by performing tasks *that can be done more efficiently and economically at the county level*. County offices provide or help formulate new curricula, staff development and training programs, and instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county or regional services most appropriate for students, county offices provide a wide range of services, including special and vocational education, *programs for youths at risk of failure*, and instruction in juvenile detention facilities.” (emphasis added)⁴¹

LACOE, unlike local school districts, is uniquely well-positioned to help establish and oversee a charter school program that both provides a high-quality, personalized and supportive education leading to a traditional or alternative diploma (something juvenile camps and alternative schools typically have not been able to provide to the desired degree of success), and comprehensive social/life services that are easily accessible and streamlined (something traditional public – charter and non-charter – typically have not been able to provide to the desired degree of success). A partnership with LACOE would clearly benefit our County’s most “at-risk” youth, as it allows for collaboration, integration, and alignment of resources and services provided by community, county, and state agencies. LACOE’s staff, such as those in the Division of Student Support Services (which houses the County’s Foster and Homeless Liaisons and focuses on school attendance and discipline issues) and the Division of Student Programs (which operates the county alternative schools that serve many of the same populations), have the expertise and knowledge in addressing the needs of “high-risk” students. More importantly, LACOE has established strong relationships with the Departments of Children and Family Services, Public Health, Mental Health, and Probation; the California Attorney General’s Office; and the Public Defender’s Office – all of which have resources and services that contribute to the success of our students. Leveraging existing collaborative efforts LACOE currently leads will enable FIN Prep to help our students succeed and eliminate services gaps. FIN Prep would not be able to as effectively leverage the benefits through a local district-approved charter school.

Additionally, if FIN Prep operated multiple local district charters, each charter would follow each authorizer’s different local policies and requirements, which would adversely impact FIN Prep’s ability to uniformly and effectively operate its novel education program. Further, this would force FIN Prep to duplicate numerous administrative tasks (e.g., payroll, budgets, policies, etc.) for each charter, creating needless inefficiency and wasting resources that would be better served directed to students.

⁴¹ <https://www.cde.ca.gov/re/sd/co/coes.asp>

Furthermore, a countywide charter will facilitate sibling groups staying together as families experiencing homelessness move, or foster youth change placements, in a way that local district authorized charters would not. While many districts historically permitted charter school siblings to be “exempt” from any lottery for admission (akin to already enrolled/returning students), charter authorizers such as LAUSD are now requiring that out-of-district siblings be given lower priority than *all* in-district residents.⁴² Thus, for example, if a family’s oldest child is enrolled in a charter middle school authorized by LAUSD, and the family then moves out-of-district during a period of homelessness, that child’s younger sibling may be unlikely to secure a spot at the same middle school given the family’s new residence. For an already stressed family, having two near-aged siblings at different middle schools is an unnecessary additional strain on their resources. Similarly, for traditional district schools, while a student may stay at her “school of origin” when her family moves, a younger sibling who is newly entering that grade span does not have the same existing rights as he has not yet been enrolled in that school (e.g., a family that moves over the summer before one child enters 7th and another is newly entering 6th grade). An inter-district permit may be required for the younger sibling to join his/her older sibling at their “school of origin.” Again, this process of jumping through administrative hoops can be daunting to families with limited resources.

A countywide charter will also serve to minimize disruption to students’ educational progress when their families move or their foster care placement changes. Students will be referred to us by a variety of service providers across Los Angeles County, DCFS, foster care agencies, group homes, and organizations that work with homeless youth. Within current structures, delays in processing new enrollment, changes in course offerings and the way GPAs and credits are issued, and social stresses as a student changes schools can easily trigger a “breaking point” that leads to students dropping out. As a countywide charter school, FIN Prep will work to access all available resources through close partnerships with district, county and community-based services to ensure continuity no matter where in the County a student may locate. If FIN Prep had to operate multiple charters across school districts, it would present administrative burdens that certainly would not help, and could ultimately harm students – burdens that do not exist with the countywide charter model. The weekday boarding program will also offer a critical option for students who move some distance across the County to stay at our school far more readily; we also will offer a small (up to 20%) independent study program to ensure that students who are close to graduating, or who perhaps have a temporary housing situation, will be able to continue to be enrolled at FIN Prep. FIN Prep shall comply with all applicable independent study statutes and regulations in offering this mode of instruction to support its students.

Per the California Department of Education (CDE), these include offering:

- A program of choice or class within the school ((*EC*) Section 58500 et seq)
- In a home-based format
- Short term (no less than 5 days (*EC* 46300(e)(1)))
- Through distance learning

⁴² This requirement is based on an interpretation of California Education Code requiring preference for in-district residents and permitting preference for certain other educationally disadvantaged students as approved by the authorizer.

- accommodation for student travel
- Special Gifted or Advanced courses
- Fore credit recovery.

The FIN Prep Board of Directors will approve the policy (*EC 51747(a)*) and adopt it (*5 CCR 11701*); which will include:

- Maximum length of time between assignment and due date
- Number of missed assignments that require evaluation of students progress and success levels.
- The master agreement with all required elements for each scholar.

The Master agreement, per CDE will include:

- General student data including the name, address, grade level, school of enrollment, and program placement. *EC 51748, 51747.3(b), and 46300.1*
- The beginning and end dates of the agreement *EC 51747(c)(5)*
- The duration of agreement (not more than one semester or half year) *EC 51747(c)(5)*
- List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements *EC 51747(c)(6); 5 CCR 11703(b)(2)*
- The learning objectives for the course(s) and assignments attempted under the agreement *EC 51747(c)(2) and 51745(a)(3); 5 CCR 11700(e)(f) and 11702(b)*
- The methods of study, including the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives *EC 51747(c)(2); 5 CCR 11704(c)*
- The methods of evaluation that will be used to determine if the student met the learning objective(s) *EC 51747(c)(2)*
- The specific resources, including instructional materials and personnel, which will be made available to the student *EC 51746 and 51747(c)(3); 5 CCR 11700(i) and 11701.5*
- The maximum length of time between the date of the assignment and when it is due, by grade level and type of program (pursuant to Board Policy) *EC 51747(a)*
- The number of missed assignments that will lead to an evaluation to determine if independent study is appropriate for the student *EC 51747(b) and 51747(c)(4)*
- Statement that independent study is a voluntary option *EC 51747(c)(7); 5 CCR 11700(d)(2)(A)*
- Statement that instruction may be provided for an *EC 48915* (expulsion) or *48917* (suspended expulsion) student through independent study **only if** the student has the continuous choice of classroom instruction *EC 51747(c)(7); 5 CCR 11700(d)(2)(B)*
- Reporting/returning assignments to teacher(s) *EC 51747(c)(1)*
 - Time(s) for meetings/reporting
 - Frequency of meetings (can be a combination of online, face-to-face, or lab)
 - Location (may be a combination of labs, classrooms, face-to-face, and/or online)
 - Dated signatures for student, parent/guardian/caregiver, teacher, and other assisting person(s). *EC 51747(c)(4)*

FIN 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 LACOE promises to dramatically boost LACOE's educational outcomes for the foster and homeless subgroups with higher graduation rates, A-G completion rates. To date, LACOE-authorized charter schools have realized the strongest educational outcomes in County data, including Optimist Charter, even though it serves the same population as County-operated juvenile hall/camp schools and other alternative option schools. We believe a true collaboration in services delivery through the FIN Prep model will benefit existing LACOE-operated schools through shared "best practices" in the ways intended by the charter schools' legislation.

Our Founder/CEO, Steve Barr – who as a child experienced foster care in California -- 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 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

A. PRECURSOR TO FUTURE IS NOW: GREEN DOT PUBLIC SCHOOLS

The founding of FIN 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. 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).⁴³

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.⁴⁴ 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.⁴⁵

⁴³ <https://caaspp.cde.ca.gov/sb2017/> (Thomas Jefferson High School, 2017 CAASPP scores).

⁴⁴ <https://blog.ed.gov/2010/01/a-promise-kept-a-school-renewed-locke-high-schools-turn-around/>

⁴⁵ <https://ampersand.gseis.ucla.edu/major-cresst-study-finds-significant-improvements-at-locke-high-school-2/>

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	2017 CAASPP Percent Met & Exceeded	
		ELA	Math
Ánimo Leadership High (2000)	Lennox	82	36
Ánimo Inglewood Charter High (2002)	Inglewood	83	51
Oscar De La Hoya Ánimo Charter High (2003)	LAUSD	56	21
Ánimo South Los Angeles Charter (2004)	LAUSD	53	5
Ánimo Venice Charter High (2004)	LAUSD	66	24
Ánimo Jackie Robinson High (2006)	LAUSD	66	38
Ánimo Pat Brown (2006)	LAUSD	69	34
Ánimo Ralph Bunche Charter High (2006)	LAUSD	66	19
Ánimo Watts College Preparatory Academy (2007)	LAUSD	49	17
Alain Leroy Locke College Preparatory Academy (turnaround; 2008)	LAUSD	32	8
Inglewood Unified (11)		28	8
Lennox School District (11)		N/A	N/A
Los Angeles Unified (11)		55	24
Los Angeles County (11)		59	30
State of California (11)		60	32

*Authorized by LACOE

Data Source: 2017 CAASPP Research Files <https://caaspp.cde.ca.gov/sb2017/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.

B. 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 work 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 three public schools in New York and Los Angeles:

- 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 Glassel 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.⁴⁶ 94% of the students enrolling in The Studio School are classified as disadvantaged and enter middle school several grades below average.

⁴⁶ <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.

C. 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 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

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 Prep school design and founding:

Diane Peete, Director of Operations, Future Is Now

Ms. Peete has 25 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 ten 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 West Los Angeles College, where she teaches basic skills classes and advises at-risk 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.

Dr. Lori Pawinski, Consultant

Dr. Lori Pawinski has provided input on the FIN Prep school design, curriculum and wrap-around support model for the vulnerable youth we intend to serve. Dr. Pawinski has been a leader in education reform for more than 30 years, beginning her career as a classroom teacher and girl's basketball coach at St. Bernard High School in Playa del Rey, California. With a drive for winning, Dr. Pawinski measures her success as a coach by her overall win-loss record, and more importantly, by the number of young women who went on to play college basketball and are now productive members of their communities. After becoming a school administrator, she brought her expertise to serve students in public education in East Los Angeles and South Los Angeles.

Dr. Pawinski transitioned Roosevelt High School (LAUSD) into three distinct small learning communities. She then became the founding principal of Animo Jackie Robinson Charter High School (a Green Dot school), which was recognized in 2012 by the U.S. Department of Education with a Title I award for its achievement among socioeconomically disadvantaged students, including 100% graduation rate and very high college acceptance rate. Following her success at Green Dot, Dr. Pawinski became the Chief Academic Officer at the LA Promise Fund. Under her leadership from 2013 - 2017 all three schools in the network showed marked

improvement, and the network opened two additional schools including an expansion into middle school.

During her time as a school leader at Animo Jackie Robinson, where a significant percentage of resilience youth were enrolled, Dr. Pawinski was inspired to become a resource parent; she ultimately adopted two daughters. Dr. Lori Pawinski holds a Bachelor's degree in History, a Master's and a Doctorate in Educational Leadership from Loyola Marymount University.

D. 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.

Andrea d'Amato, *Principal, University Prep Charter High School (Bronx, New York)*

Ms. Andrea d' Amato has been working in education for over 10 years. She began her career as an educator as a math teacher on the Upper West Side of Manhattan. After several years in the classroom, she became a School Support Manager with the City University of New York. In this role she had the opportunity to collaborate with teachers and principals in dozens of schools across the city. As the Principal of University Prep Charter High School, Ms. d'Amato relies heavily on an effective system of distributed leadership where each member of the staff

participates in school decision-making and takes responsibility for the harmonious accomplishment of school-wide goals. Core to her philosophy is the belief that every child can learn and achieve at high academic levels. She holds a Bachelor's degree in Mathematics and Secondary Education from Boston College, a Master's in Business Administration from New York University and a School Administration and Supervision degree from Hunter College.

E. MISSION AND VISION

FIN Prep will serve some of Los Angeles County's most vulnerable youth in grades 6-12, including resilient youth such as those who have or are at risk for experiencing homelessness, foster care, or detainment. FIN Prep will offer a rigorous, personalized college and career-preparatory learning program with extended time on campus (including a planned option for tuition-free weekday boarding school) 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 Prep is that foster, homeless and other resilience youth 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 and even chaos and trauma in their young lives, yet are resilient, able to persevere and thrive, and not be defined or limited by their adverse childhood experiences.

COMMUNITY NEED FOR CHARTER SCHOOL

As detailed above, as of 2015-16 (the most recent year for which more detailed data is available from CDE), Los Angeles County had 52,965 homeless and 24,298 foster youth enrolled in grades K-12 public schools across the County. This of course does not include those who are not enrolled in school, including those who have dropped out. Research published in 2016 by the Advancement Project, a leading research and policy advocacy organization in Southern California, found that in the City of Los Angeles there are 68,947 "disconnected youth" between the ages of 16-24, meaning they were neither working nor enrolled in school.⁴⁷ Similarly, 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 Disconnected Youth*,¹² found that there were 66,000 disconnected youth in the City of Los Angeles and 170,000 Countywide, including disconnected high school dropouts, probation, foster and homeless youth.

⁴⁷ Advancement Project, *Blueprint for Youth Development Los Angeles*, (citing American Community Survey, 2015, 5-year, and Fogg, N., & Harrington, P. (2016) Understanding the Diminished Prospects of Disconnected Youth in Los Angeles. Drexel Center for Labor Markets and Policy.

FIN Prep’s highly personalized and supportive educational program will benefit any student who chooses to attend, whether they have experienced significant trauma, are a member of a disadvantaged subgroup, or simply wish to attend a smaller school with customized resources and supports.

FIN PREP WILL MEET THIS COUNTY-WIDE NEED

Please refer to the section above discussing **Need for Community Benefit Charter, B. *FIN Prep Will Offer Educational (And Other) Services That Will Benefit These Students***, pp. 9 - 47.

POPULATION TO BE SERVED

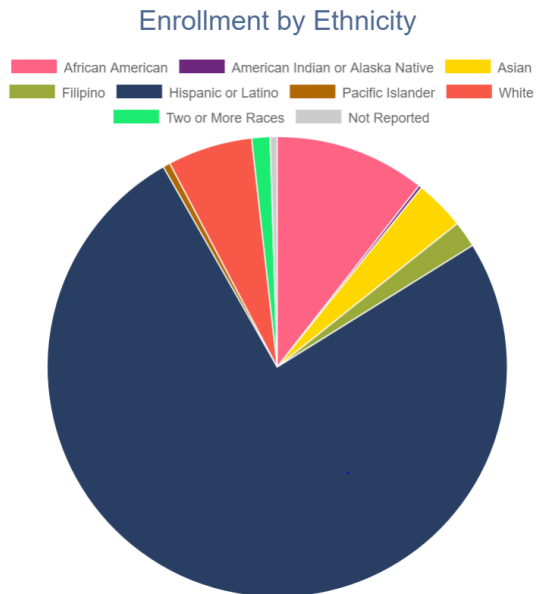
A. TARGET POPULATION

We anticipate that 100% of FIN 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 2016-17 of homeless youth, followed by foster youth.⁴⁸ As illustrated, the population for both is predominantly Hispanic/Latino, though African Americans are a more significant percentage of foster youth (24.5%) in the County than they are of homeless youth (10.6%).

⁴⁸ <https://data1.cde.ca.gov/dataquest/DQCensus/EnrEthGrd.aspx?cds=19&aggllevel=County&year=2016-17&ro=y>.

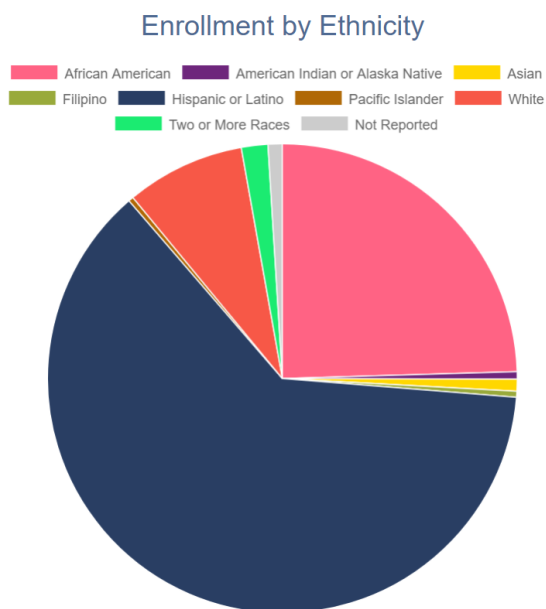
We note that the demographic data for foster youth in 2016-17 appears to be based on CalPads reporting, given that it includes a total of 12,558 and not the foster match system which, for 2015-16 reports 24,298 foster youth. Curiously, for 2015-16, the demographics reporting includes a total of 15,976 foster youth.

Homeless Youth



Ethnicity	Enrollment	Percent
African American	5,775	10.6%
American Indian or Alaska Native	118	0.2%
Asian	1,920	3.5%
Filipino	1,008	1.8%
Hispanic or Latino	41,291	75.6%
Pacific Islander	278	0.5%
White	3,252	6.0%
Two or More Races	701	1.3%
Not Reported	270	0.5%
Total	54,613	100.0%

Foster Youth



Ethnicity	Enrollment	Percent
African American	3,081	24.5%
American Indian or Alaska Native	64	0.5%
Asian	103	0.8%
Filipino	52	0.4%
Hispanic or Latino	7,836	62.4%
Pacific Islander	43	0.3%
White	1,027	8.2%
Two or More Races	229	1.8%
Not Reported	123	1.0%
Total	12,558	100.0%

Educational Interests, Backgrounds, and Challenges

FIN 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 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 269,000 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.⁴⁹ Creating career technical pathways to help students generate income to discontinue homelessness is a prevalent goal of FIN 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.

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.⁵⁰

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 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 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.

⁴⁹ <https://sudikoff.gseis.ucla.edu/more-than-269000-students-in-california-were-homeless-in-2019/>

⁵⁰ <http://foster-ed.org/california/los-angeles/>

B. ENROLLMENT PLAN

FIN Prep will employ a “slow growth” model to scale up to capacity with care and intention as we learn and grow. We are starting 2021-22 with 150-225 students in grades 6 through 11, and expand each year by two grade levels. Pending facilities availability and funding, we ultimately plan to serve 825 students at full capacity in grades 6-12.

	2020-21	2021-22	2022-23	2023-24	2024-25
6 th grade		<u>25</u> 100	100	100	100
7 th grade		<u>15</u>	<u>25</u> 100	100	100
8 th grade		<u>10</u>	<u>25</u>	100	100
9 th grade		<u>50</u> 125	125	125	150
10 th grade		<u>25</u>	125	125	125
11 th grade		<u>25</u>	<u>25</u>	125	125
12 th grade			<u>25</u>	<u>25</u>	125
Totals		<u>150</u> 225	450	<u>700</u> 675	825

GOALS AND PHILOSOPHY

A. AN EDUCATED PERSON IN THE 21ST CENTURY

FIN 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. 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:

Goal #1: FIN Prep Students will be College- and Career-Directed Learners <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 	Goal #2: FIN Prep Students will be Effective Communicators and Culturally Aware <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Able to communicate – orally and
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<p>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> <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>in writing – sensitively within and across diverse communities</p> <ul style="list-style-type: none"> • Able to listen actively, question, and engage respectfully • Exposed to world languages and able to understand the dynamics of language and culture • Proficient in leveraging multiple uses of technology to access information and communicate with others
<p>Goal #3: FIN 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 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)

B. 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 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.

FIN Prep hopes to educate a higher percentage of students who may be homeless or in foster care. There are certain uncontrollable consequences that impact learning for any adolescent but especially for the two mentioned. Poverty, transiency, malnourishment, inconsistent health and/or dental care, inadequate clothing, and lack for basic needs being met can be barriers to scholars receiving the high-quality education they need. Our first goal to provide the best instructional approaches to benefit the specified population is by providing opportunities for positive, social development, psychological, physical, and educational support.

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.⁵¹ 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 Prep’s Responsive 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, community they live in and society as a whole.

Scholars who maybe experience inconsistent home life can benefit from also having the following⁵²:

- 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.

⁵¹ <https://nche.ed.gov/wp-content/uploads/2018/11/res-summ-pos-beh.pdf>

⁵² <https://www.edutopia.org/article/supporting-students-living-foster-care>

- 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
 - 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 PowerSchool, 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.

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 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.⁵³ 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 Prep will be scaffolded, differentiated and personalized in order to ensure all students achieve academic growth. 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 Prep will focus on the most common learning styles identified as visual, aural, verbal, and kinesthetic VARK), unless students demonstrate they do not qualify. 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 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.)
- **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

⁵³ <https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>



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 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 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.

C. 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 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 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 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 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 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

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 Los Angeles County 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 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 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: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal		
Priority 1 (Basic Services) <i>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.</i> <ul style="list-style-type: none"> - FIN Prep will maintain a credential review log as part of teacher hiring process and support our teachers' credentialing needs. - FIN 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 Prep will review alignment of instructional materials to standards and course offerings.*
- *FIN Prep will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *FIN 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 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 Prep will provide CCSS-aligned ELA and math instruction using both designated and integrated ELD instructional strategies to all students.*
- *FIN 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 Prep will provide students in all grades (6-12) 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 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 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 subject (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 Prep appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	Planning	100%	100%	100%	100%
Black or African American Students	100%	Planning	100%	100%	100%	100%
Hispanic or Latino Students	100%	Planning	100%	100%	100%	100%
Students with Disabilities	100%	Planning	100%	100%	100%	100%
Foster Youth	100%	Planning	100%	100%	100%	100%
Homeless	100%	Planning	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	Planning	100%	100%	100%	100%
Black or African American Students	100%	Planning	100%	100%	100%	100%
Hispanic or Latino Students	100%	Planning	100%	100%	100%	100%
Students with Disabilities	100%	Planning	100%	100%	100%	100%
Foster Youth	100%	Planning	100%	100%	100%	100%
Homeless	100%	Planning	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	Planning	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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	Planning	100%	100%	100%	100%
Black or African American Students	100%	Planning	100%	100%	100%	100%
Hispanic or Latino Students	100%	Planning	100%	100%	100%	100%
Students with Disabilities	100%	Planning	100%	100%	100%	100%
Foster Youth	100%	Planning	100%	100%	100%	100%
Homeless	100%	Planning	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	Planning	100%	100%	100%	100%
Priority 2 Outcome 1: FIN 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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	Planning	100%	100%	100%	100%
Black or African American Students	100%	Planning	100%	100%	100%	100%
Hispanic or Latino Students	100%	Planning	100%	100%	100%	100%
Students with Disabilities	100%	Planning	100%	100%	100%	100%
Foster Youth	100%	Planning	100%	100%	100%	100%
Homeless	100%	Planning	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	Planning	100%	100%	100%	100%
Black or African American Students	100%	Planning	100%	100%	100%	100%
Hispanic or Latino Students	100%	Planning	100%	100%	100%	100%
Students with Disabilities	100%	Planning	100%	100%	100%	100%
Foster Youth	100%	Planning	100%	100%	100%	100%
Homeless	100%	Planning	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	Planning	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES

Every student will have the right to a personalized education and necessary supports that will allow him/her to pursue academic excellence and be college/career ready.

Related State Priorities:

- ☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

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 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 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 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 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 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 Prep budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- FIN 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 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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2% =
Black or African American Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Students with Disabilities	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Foster Youth	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Homeless	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged	2021-2022 School Year	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 2024-2025 school year.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Black or African American Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Students with Disabilities	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Foster Youth	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Homeless	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged	2021-2022 School Year	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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	2021-2022 school year	Planning	Baseline	Previous Year + 3%	Previous Year + 3%	Previous Year + 3%

Priority 4 Outcome 4: FIN 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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	2021-2022 school year	Planning	Baseline	Previous Year + 3%	Previous Year + 3%	Previous Year + 3%

LCFF STATE PRIORITIES

GOAL # 3

ENGAGEMENT

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

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <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:

- ☐ :
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Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent input in decision making.

- FIN 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 Prep will provide parents/guardians and other adult care givers/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 Prep will offer a series of parent/guardian workshops to both educate care givers and to solicit feedback and input about the school.
- FIN Prep will provide specific workshops designed to inform and collect input from families/care givers within significant subgroups which include: English Learners, foster/homeless youth.
- FIN 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 Prep's budget will be reviewed every year to ensure adequate budget for further support of foster and homeless youth is in place.
- FIN 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 – Middle school and high school dropout rates

- FIN 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 care givers and partner agencies supporting students with comprehensive wraparound supports.

Priority 5 Outcome 3 – Middle school matriculation and high school graduation rates

- FIN 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 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 Prep's budget will be reviewed every year to ensure 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 Prep will review discipline issues including suspensions/expulsions (if any) each month and strive to implement alternatives to suspension/expulsion wherever feasible
- FIN 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 Prep will review discipline issues including suspensions/expulsions (if any) each month and strive to implement alternatives to suspension/expulsion wherever feasible
- FIN 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 Prep will survey stakeholders at least once annually regarding school safety and connectedness, among other topics.
- FIN Prep will implement outreach activities for students and parents/guardians to become involved in school life and utilize resources offered by FIN Prep and partner agencies to support students and their families/care givers.

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: FIN Prep will promote monthly parent/guardian and care giver/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	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	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.
Black or African American Students	2021-2022 School Year	Planning	Baseline	Previous Year + 1% of attendees of least 1	Previous Year + 1% of attendees of least 1	Previous Year + 1% of attendees of least 1

				workshop and attendees of at least 2 workshops	workshop and attendees of at least 2 workshops.	workshop and attendees of at least 2 workshops.
Hispanic or Latino Students	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.
Students with Disabilities	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.
Foster Youth	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.
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.

Priority 3 Outcome 2: FIN Prep's School Advisory Council will be promoted, and supported to be fully operational and self-sustaining.

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.)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Black or African American Students	100%	100%	100%	100%	100%	100%
Hispanic or Latino Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Homeless	100%	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Priority 5 Outcome 1: FIN Prep will maintain a strong attendance rate						
Metric/Method for Measuring: ADA/Enrollment at P2 reporting date						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	90%	90%	90%	90%	90%	90%
Black or African American Students	90%	90%	90%	90%	90%	90%
Hispanic or Latino Students	90%	90%	90%	90%	90%	90%
Students with Disabilities	90%	90%	90%	90%	90%	90%
Foster Youth	90%	90%	90%	90%	90%	90%
Homeless	90%	90%	90%	90%	90%	90%
Socioeconomically Disadvantaged	90%	90%	90%	90%	90%	90%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2021-2022
All Students (Schoolwide)	2021-2022 School Year	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	2021-2022 School Year	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	2021-2022 School Year	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	2021-2022 School Year	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	2021-2022 School Year	Planning	Baseline	At least 1% lower than Previous Year	At least 1% lower than Previous Year	At least 1% lower than Previous Year
Homeless	2021-2022 School Year	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	2021-2022 School Year	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 Prep will maintain a higher cohort graduation rate than comparable schools serving similar students.

Metric/Method for Measuring: % of cohort graduates.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Black or African American Students	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Hispanic or Latino Students	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%

Students with Disabilities	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Foster Youth	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Homeless	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%
Socioeconomically Disadvantaged	2021-2022 School Year	Planning	Baseline	Previous Year +3%	Previous Year + 3%	Previous Year + 3%

Priority 6 Outcome 1: FIN 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	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Black or African American Students	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Hispanic or Latino Students	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Students with Disabilities	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Foster Youth	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Homeless	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%
Socioeconomically Disadvantaged	< 3%	< 3%	< 3%	< 3%	< 3%	< 3%

Priority 6 Outcome 2: FIN 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	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Black or African American Students	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Hispanic or Latino Students	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Students with Disabilities	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Foster Youth	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Homeless	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Socioeconomically Disadvantaged	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%

Priority 6 Outcome 3: FIN 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 STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Black or African American Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Hispanic or Latino Students	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Students with Disabilities	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Foster Youth	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Homeless	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%
Socioeconomically Disadvantaged	2021-2022 School Year	Planning	Baseline	Previous Year + 2%	Previous Year + 2%	Previous Year + 2%

CURRICULUM AND INSTRUCTION

FIN 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.

FIN 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.

The middle school curriculum will offer Visual and Performing Arts (VAPA) courses for students who are not in literacy intervention. Other VAPA opportunities may be available to students through clubs and/or the Afterschool Program. FIN Prep values the importance of elective offerings and exposing students to a variety of experiences in the classroom, however, the academic needs of our students are prioritized in order to ensure that they promote from our middle school at or above grade level and high school ready.

Summary descriptions of the middle grades curriculum are included below, followed by a section detailing high school course descriptions.

FIN PREP MIDDLE SCHOOL CURRICULUM

A. ENGLISH LANGUAGE ARTS

The English curriculum is a well-balanced rigorous program based on the California Common Core State Standards along with the 2014 ELA/ELD Frameworks. Teachers engage in vertical articulation and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. Leveled libraries and guided reading (based on Fountas and Pinnel's Guided Reading), Newsela nonfiction and current events, and Achieve 3000 differentiated literacy for nonfiction all will supplement core instruction. Teachers also will use trade books, primary historical documents, and non-fiction texts, i.e. *Time Magazine for Kids* and the *Los Angeles Times*).

Courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors level courses.

ENGLISH 6

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 6th grade students will determine the central idea of each text and learn how to write a summary of the text that is distinct from personal opinions and judgments. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

ENGLISH 7

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help

build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 7th grade students will determine two or more central ideas in texts, analyze their development over the course of the text and write objective summaries. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

ENGLISH 8

The main objective of this course is to prepare students for success in high school and build student readiness for college. This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 8th grade students will analyze a theme or central idea in a texts and its development over the course of the text, including its relationship to supporting ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

English Language Development (ELD)

The purpose of ELD courses is to prepare English Learners who recently arrived in the U.S. for success in English-medium 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.

ELD courses are not recommended for students who have been in the U.S. longer than five years (Long- Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of

English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

Designated English Language Development Courses

ELD 1

Prerequisites: None. Overall score on ELPAC is Level 1

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 1 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 *Inside level A* is used to teach beginner-level ELD standards. A focus of this course is conversational language, simple texts, narrative writing and includes phonics instruction. Goal of the course is to lift students' listening, speaking, reading and writing skills to Beginning or Somewhat/Moderately Developed levels. This double-blocked year-long class replaces ELA and an elective.

ELD 2

Prerequisites: Passage of ELD 1 portfolio with 75% or better success. Overall score on ELPAC once developed by the state is Level 2.

Designed as a follow-on to the ELD 1 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level B* materials are used to teach intermediate-level ELD standards in all four domains of language. A focus of this course is an introduction to academic discourse, complex texts and expository writing. Goal of the course is to lift students' listening, speaking, reading and writing skills to Somewhat/Moderately Developed levels. This double-blocked year-long class replaces ELA and an elective.

ELD 3

Prerequisites: Passage of ELD 2 portfolio with 75% or better success. Overall score on ELPAC once developed by the state is Level 3.

Designed as a follow-on to the ELD 2 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level C* materials are used to teach intermediate-level ELD

standards in all four domains of language. A focus of this course is academic vocabulary, continued

exposure to complex texts, and persuasive writing. Goal of the course is to lift students' listening, speaking, reading and writing skills to Somewhat/Moderately Developed or Well Developed levels. This double-blocked year-long class replaces ELA and an elective.

ELD LITERACY ENRICHMENT 6

ELD LITERACY ENRICHMENT 7

This program is a reading intervention program for middle school students reading below grade level. All students are tested using the Scholastic Reading Inventory assessment upon entering school.

Any students reading below a lexile level of 900 are considered below proficiency in reading and are put into the program. This section clusters English learners together so the teacher can

regularly utilize the L-book to support ELs continued growth in developing and utilizing academic language. Long-term ELs could be included in this class if needed.

B. MATHEMATICS

The Mathematics curriculum is aligned to the California Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards.

MATH 6

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 6 focuses on developing number sense by building on students' understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; comparing quantities using ratios, rates, and percentages; algebraic thinking by writing, interpreting, and using expressions and equations; geometry; and statistical thinking.

MATH 7

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH 8

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 8 focuses on algebraic thinking by having students formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; geometry by having students analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; statistical thinking and probability, revisits algebraic thinking by having students grasp the concept of a function and using functions to describe quantitative relationships; and revisiting geometry.

ALGEBRA 1 MS A – MS4019

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 earlier middle grades.

C. SCIENCE

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority each course focuses on one discipline, the other two are incorporated to show the interplay of multiple branches of scientific knowledge.

The science curriculum offers a balanced and academically rigorous program based on the Science Curriculum Framework content standards while integrating the Next Generation Science Standards for California and the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

EARTH SCIENCE 6

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. 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.

Sixth grade earth science begins with a study of Earth's history including its structure and the theory of plate tectonics. Students then learn about the forces shaping Earth's surface and the natural resources that come from our planet. The course then shifts to physical science topics such as heat and thermal energy, and how these affect weather patterns. The course explores the impact humans have on Earth's resources. Sixth grade science ends with a study of the electromagnetic spectrum and space systems. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

LIFE SCIENCE 7

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. 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.

Seventh grade life science begins with dive into the microscopic world of life through a study of cellular structure and function. Students then proceed into a study of growth and reproduction, including a sexual education module. During semester 2, students shift to macroscopic topics focusing on the study of evolution and ecology. Ecology, the final topic of study, is separated into an investigation of the way matter and energy cycle through an ecosystem and finally the

relationships that exist within an ecosystem. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

PHYSICAL SCIENCE 8

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. 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.

Eighth grade physical science begins with a study of matter and proceeds into a study on heat and the states of matter. An investigation into the forms of energy closes out the first semester. During semester 2, students continue to integrate biochemistry and physical science with a study of chemical reactions and forces. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS

D. HISTORY/SOCIAL SCIENCE

The History-Social Science curriculum is a well-balanced rigorous program based 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.

ANCIENT CIVILIZATIONS

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

WORLD HISTORY MS

This Grade seven course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes

during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

US HISTORY MS A - MS3009

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

Electives

Elective courses are offered as part of our pyramid of intervention. Some courses provide additional support to students that are underperforming in Mathematics and Literacy, whereas other courses provide enrichment to students that are testing at or above grade levels in those subjects. Students are placed in courses based on their academic needs. For ELA, a student will either be programmed for a Literacy Intervention or Enrichment course based on available data, which may include assessment data, grades, and teacher recommendations. For Math, a student will either be programmed for a Math Foundations course, Technology or Physical Education based on the school's elective offerings.

PE

The program concentrates on sportsmanship, teamwork, fundamental skills and fitness. Team sport concepts are introduced and developed. As students advance their skills, they will continue to be challenged by strategies and complex play. Students will understand individual fitness levels and will obtain the skills to self-analyze through practical applications as well as fitness testing and written assessments.

INVESTIGATIONS 8

Designed as a class for 8th graders with a lexile score of 900 or above, the Investigation course introduces students to elements of research and research-based writing necessary for success in high school and college. Students will be guided through the research process in semester one as

the class gathers information and explores various pre-selected topics through Internet and print resources. This class takes an inter-disciplinary approach to research as students consider primary and secondary sources, determine their reliability and importance, and then use this information to formulate an argument and support. Students will work independently and collaboratively to explore research strategies in topic groups. Students are expected to share their research findings throughout the process, in both class discussion and written assignments. Each student will learn how to organize and maintain a research notebook to record his findings and analysis of the information. Students will apply their skills and knowledge in a fourth quarter investigation that culminates in a portfolio presentation and defense. This course also incorporates Literacy CCSS.

SPANISH 8

Beginning students study language that can be used in everyday conversation. The course is taught using a communicative approach whereby listening, speaking and culture are emphasized while reading and writing skills are being developed. This class is conducted in English and Spanish. Students communicate about such topics as greetings, telling time, school subjects, foods, family and friends, and leisure activities. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.

DRAMA

This is a beginning course in which students engage in creative theatre exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

ADVISORY 6

ADVISORY 7

ADVISORY 8

Advisory is a school wide structure used to further enable, develop and foster the desired school culture as well as student character and academic traits as defined by the school's mission and vision. Advisory offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Advisory programs at the middle school level prepare students with the tools and behaviors to succeed in high school, college, leadership and life. During Advisory, students also participate in the Typing Club, which provides students with exposure to technology and technology-related skills that will prepare them to take computer-based state standardized assessments.

FIN Prep students will participate in an Advisory class with the same group of students and teachers for the entirety of their middle school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the

connection between learning and life-long success. Advisory activities are organized around four pillars:

1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in middle school including but not limited to puberty, relationships, mental health, mindfulness family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

Working with the same teacher and student peers for the duration of middle school, students benefit from a familiar support system built into the school day.

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RtI). Using the RtI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, 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 RtI 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.

TECHNOLOGY 6

Students taking this elective will be introduced to various basic computer skills. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices, i.e. keyboard, mouse, printer, CD-ROM. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will be introduced to spreadsheet skills and will create simple multi-media presentations. Correct terminology related to hardware, software and applications will be introduced and reinforced throughout the semester. This course will prepare students for Intermediate

level technology courses in middle school. They will understand the legal, social and ethical issues related to the use of computers in our daily life. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

TECHNOLOGY 7

This elective will build on previously learned computer skills. Skills learned in Introduction to Computers will be reinforced and the next level of skills will be introduced including database skills and the development of spreadsheets. Students will continue to practice word-processing skills through the semester and will improve their speed and accuracy. Students will use appropriate terminology related to hardware and software throughout the semester. Students will apply technology skills to conduct research and complete core curriculum projects. They will

continue to deal with legal, social and ethical issues related to the use of computers in our daily life. This course will prepare students for the advanced level of technology in middle school. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

TECHNOLOGY 8

This elective will build on proficiencies acquired in the Intermediate Computer course. Students will integrate previously learned tools, i.e. word processing, multi-media, spreadsheet and database, into a cumulative Web design project. Students will create their own web page, which will showcase their proficiencies. Students will use appropriate technology skills to conduct research and complete core curriculum projects, e.g. historical research, scientific and math investigations, and language arts writing projects. Emphasis on desktop publishing will provide additional opportunities for students to demonstrate application of skills previously learned. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

GRAPHIC DESIGN

Introductory course that focuses on skills needed to structure and organize complex visual communications in both traditional and digital environments. Emphasis on conceptual development, structural organization of information, and interplay of form and verbal content to effectively communicate ideas. Students will learn to think critically, make aesthetic judgments, and become familiar with a variety of tools and techniques used to produce professional work in the fields of graphic design, advertising, and illustration. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

COMPOSITION 7

Designed as a class for 7th graders with a lexile score of 850 or above, the Composition course introduces students to the competencies necessary for success in high school writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write coherent expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation, and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Students will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect their growth throughout the course. This course also incorporates Literacy CCSS.

STUDENT COUNCIL

Student Council, a prominent student government organization, gives students a voice in determining school activities and environment. It helps promote activities for the entire student body and fosters a positive climate throughout the school.

ACADEMIC ENGLISH ESSENTIALS 8

AEE is designed as a year-long intervention for 8th grade students who score in the 300-600 range of the SRI after finishing the 7th grade Read 180 class. It may also be used as a designated class for English Learners needing additional literacy support. AEE 8 will address reading and writing strategies necessary to pass the SBAC assessments CST with proficiency and will also be aligned to the CCSS. Reading instruction will focus on annotation and note taking strategies. Writing instruction will be nonfiction- argument and expository paragraphs. Listening and speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Unit assessments will include questions similar to those on the SBAC, process paragraph writing, and on-demand timed writing assignments. This course also incorporates Literacy CCSS

FIN Prep Middle School Intervention Courses

LITERACY ENRICHMENT 6

LITERACY ENRICHMENT 7

LITERACY ENRICHMENT 8

This program is a reading intervention program for middle school students reading below grade level. All students are tested using the Scholastic Reading Inventory assessment upon entering school.

Any students reading below a lexile level of 1000 are considered below proficiency in reading and are put into the program.

MATH FOUNDATIONS 6

Math Foundations 6 is a one-year course designed to adequately prepare students for grade-level math and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing.

MATH FOUNDATIONS 7

Math Foundations 7 is a one-year course designed to adequately prepare students for grade-level content and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing and state-required test scores from the previous year.

MATH FOUNDATIONS 8

Mathematic Foundations 8 is an elective mathematics course provided to students as a second course to support the core Mathematics class (General Math 8). The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.

Special Education

PRACTICAL ENGLISH

This course emphasizes the development of survival reading and writing skills as they are applied to daily living. The course focuses on the interpretation of a variety of printed materials commonly found in the home and the community.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace as these courses are based on the CAPA standards to provide students with an alternative and functional curriculum.

APPLIED ENGLISH

This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day-to-day basis in the community in which the student lives.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

COMMUNITY ENGLISH

This course emphasizes awareness and recognition of basic functional and safety words in the student's environment. Focus is on the individual's need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL MATH

This course promotes the continued development and practical application of basic mathematic skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL SOCIAL STUDIES

This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone number and nature of basic governmental services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

SOCIAL STUDIES /HISTORY COMMUNITY

This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student's natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

SOCIAL STUDIES /HISTORY CONSUMER

This course emphasizes the student's awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student's needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

PRACTICAL SCIENCE

This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation skills and understanding similarities and differences.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace.

COMMUNITY SCIENCE

This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different

kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace

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 10 HONORS (Core/College-Prep)

This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other 'real-world' writing.

ENGLISH 11 HONORS (Core/College-Prep)

The English 11/American Literature Honors course is intended to equip students with the necessary skills to meet the demands of a university. Students will explore the writings of American authors by an intense study of various genres of literature. The class will analyze selected works, identifying universal themes, with emphasis on the American Dream, and examine the relationship between and among elements in literature. The honors course is more extensive in writing. Students will create essays more frequently and longer in length. An independent reading study is also required of the honors course in the second semester. Students will develop their communication skills via a variety of discussions, peer teaching, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussions. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

WORLD LITERATURE HONORS (Core/College-Prep)

This course is designed to teach students chronologically and geographically about world literature.

Opportunities abound for students to compare literature and cultures as they integrate both

reading and writing activities. The course includes an exploration of the Ancient Middle East, moves through Ancient Greek and Roman literature, then to the literature of India, China, and Japan. The students shift forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will improve various literary, vocabulary, reading, and writing skills as they complete activities within the course. The World Literature Honors course is designed to teach students chronological, geographical, and cultural distinctions of world literature. A significant emphasis will be placed on in-depth reading and analytical writing. Research is an essential component of World Lit Honors. The diverse reading and writing assignments will serve to prepare students for college level courses. Summer course work will be assigned and required.

EXPOSITORY READING AND WRITING COURSE (Core/College-Prep)

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. This course will count as meeting the English requirement for students who received conditional EAP status for English.

AP ENGLISH LANGUAGE AND COMPOSITION (Core/College-Prep)

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully,

to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. *This description is taken from the College Board course description for AP English Language and Composition.*⁵⁴

AP ENGLISH LITERATURE AND COMPOSITION (Core/College-Prep)

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students. *This description is taken from the College Board course description for AP English Literature and Composition.*⁵⁵

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

⁵⁴ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

⁵⁵ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

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 ESL 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 ELD 1B 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 ELD 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.

HONORS GEOMETRY (Core/College-Prep)

The Honors course is very rigorous and designed for students who excel in mathematics. In this course students will engage in activities that allow them to create geometric understanding. Students use the tools of geometry to develop, verify, and prove geometric principles and relationships. Through this process, students make conjectures and conclusions. Students will utilize algebra and probability skills to solve geometric problems. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates or other diagrams. The scope, depth, and pace of this course is much more extensive than in Geometry.

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

TRIGONOMETRY (Core/College-Prep)

The curriculum for Trigonometry is based on the Common Core State Standards in Mathematics. This course incorporates trigonometry concepts as well as algebraic concepts. The discipline will include the following topics: trigonometric functions and their graphs, trigonometric identities, trigonometric equations, conics, exponential and logarithmic functions, sequences and series, combinatorics and probability, and statistics and data analysis. The pedagogical approach will incorporate direct instruction, discovery, and investigation exercises.

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.

HONORS PRE-CALCULUS (Core/College-Prep)

Pre-Calculus Honors will blend together the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Topics include: trigonometry, the relationship of equations and graphs of linear, quadratic, parametric, polynomial, rational and piecewise equations, vectors, exponential and logarithmic functions, and matrices. The course has an emphasis on the theory as well as the practice of Pre-calculus concepts.

STATISTICS A (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 – 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.

AP STATISTICS (Core/College-Prep)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school will need to determine the length of time for its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two- semester course. *This description is taken from the College Board course description for AP Statistics.*

C. SCIENCE

The course pathway begins with 9th grade Earth Science 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, AP Biology or Physics. 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.

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.

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.

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.

AP BIOLOGY (Core/College-Prep)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices.

The AP Biology course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The Big Ideas are as follows:

- The process of evolution explains the diversity and unity of life
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students.

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.

EARTH SCIENCE (Core/College-Prep)

The Earth science course is designed to introduce the Earth sciences to the self-motivated student who is college bound. The Earth science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to, the scientific method, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, and meteorology.

CHEMISTRY HONORS (Core/College-Prep)

The 11th grade course will provide foundations for college work. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and Stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

MARINE BIOLOGY HONORS (Core/College-Prep)

This Marine biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Also included are several field trips to: Cabrillo Marine Aquarium, Sea-Lab, Malibu lagoon and one-half day research trip on UCLA research vessel. This is the more rigorous course offered.

AP CHEMISTRY (Core/College-Prep)

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second- year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. *Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. This description is taken from the College Board course description for AP Chemistry.*⁵⁶

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.

⁵⁶ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

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 GEOGRAPHY (Core/College-Prep)

This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations.

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.

WORLD HISTORY HONORS (Core/College-Prep)

Honors World History covers world history from 8000 B.C.E. to the 20th century. The course emphasis major themes that include patterns of impact and interaction, relationship of change and continuity, impact of technology, systems of social structure, cultural and intellectual interactions, and changes in the structure and purpose of the state. The course is designed with the ideas of the seven habits of mind, assessed in the AP World History exam in the hope of preparing students for the workload and skills necessary for the AP US History class in the subsequent year. Students learn to construct and evaluate arguments, use and analyzed primary documents, assess issues of change and continuity over time, handle diversity of interpretations, see global patterns over time, develop the ability to compare within and among societies, and assess the claims of universal standards yet remain aware of human commonalities and differences.

US HISTORY HONORS (Core/College-Prep)

Students will gain the thinking, reading, writing, listening and speaking skills to process and use the course information critically in their daily actions as future voters and civic participants in the United States. They will interact with information from class lectures, primary sources, secondary sources, song lyrics, movies, photographs and political cartoons and develop their own opinions about the merit of each author's conclusions. Looking at each phase of American history, they will explore the ways in which Americans have attempted to push our government and society closer to realizing the ideal that all people are created equal, and have equal rights to life, liberty, and the pursuit of happiness. This is a college preparatory course which asks students to think critically about the intellectual, economic, and political foundations of the United States, and the degree to which, at different historical turning points, the nation has and has not realized its ideals. The content for the course is determined by the California content standards for 11th grade History-Social Sciences, Continuity and Change in the Twentieth Century, 11.1 through 11.11.

US GOVERNMENT HONORS (Core/College-Prep)

During this class, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the *Declaration of Independence*, *Preamble to the Constitution*, *Bill of Rights*, and *Federalist Papers*.

Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

AP WORLD HISTORY (Core/College-Prep)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches. *This description is taken from the College Board course description for AP World History.*⁵⁷

AP US HISTORY (Core/College-Prep)

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical studentship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly

⁵⁷ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

and persuasively in essay format. *This description is taken from the College Board course description for AP US History.*⁵⁸

AP US GOVERNMENT (Core/College-Prep)

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses. *This description is taken from the College Board course description for AP US Government.*⁵⁹

AP EUROPEAN HISTORY (Core/College-Prep)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. The AP European History course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. *This description is taken from the College Board course description for AP US Government.*⁶⁰

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

⁵⁸ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

⁵⁹ Refers to <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

⁶⁰ Refers to <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

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.*⁶¹

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

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts.

In the fall of 1997, ETS conducted a curriculum survey to assess how well the AP Spanish Literature program reflects comparable college courses. An important goal of the survey was to inform the AP Spanish Development Committee in its efforts to ensure that the students presenting AP Spanish Literature grades meet the expectations of the departments granting advanced placement, credit, or both. Questionnaires were sent to the chairs of Spanish departments at colleges and universities to which AP Spanish Literature students most request their scores be reported. Thirty-eight institutions participated in this study. The results of the survey showed that:

1. Among introductory college courses, the literature survey far outnumbers the genre or theme- oriented course.
2. A considerable variety of authors are usually studied at the college level.
3. Most colleges teach authors from before the nineteenth century, and many go as far back as the medieval period.

So that the AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many

⁶¹ Refers to College Board Course Descriptions:
<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

voices and cultures included in this very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by colleges and universities as comparable to a third-year college Introduction to Peninsular and Latin American Literature course. To ensure that the AP Spanish Literature Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students. Completing a third-year Spanish Literature course and AP students. Those who perform satisfactorily on the AP Spanish Literature Exam may receive credit for a comparable college-level literature course. *This description is taken from the College Board course description for AP Spanish Literature.*⁶²

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.

ADVANCED BAND (Non-Core/College-Prep)

The major emphasis of this course is to develop student achievement through the study of band music and other forms including chamber music. The course develops the ability to perform on an instrument with considerable skill, accuracy, and aesthetic sensitivity, develops skills in score reading, and develops understanding and appreciation of artistic expression. The course provides opportunities for increasing skill in ensemble playing, and provides acquaintance with and study of the standard repertory of band that is technically and qualitatively advanced. The student is provided with opportunities to examine and study the fundamental arts components including, where applicable, the perceptual, creative, historical, and critical.

ADVANCED VISUAL ART (Non-Core/College-Prep)

Throughout the year, students will be guided through a number of art problems for which their solutions will be in the form of drawings, paintings, sculptures (including “craft” objects), prints and collages. To inspire and direct the students through the process of making these artworks, they will look at examples from the fine and applied arts, from both past and present. As well, as discovering and experiencing the methods that artists use to create art: the initial research, the sketches, the preliminary studies, the experimentation with media, the final, refined work and the critique or reflection of that work. In this course students will be able to identify and apply the elements of art and principles of design in reference to their own work as well as work done by others. They will also be able to use Feldman's four-step process for making critical judgments about a work of art. Students will develop creative problem-solving skills as well as design and technical skills in drawing, painting, printmaking, collage, sculpture and crafts.

AP ART HISTORY (Non-Core/College-Prep)

The AP Art History Development Committee periodically conducts surveys to determine course content at the institutions that accept AP students. College courses generally cover the various art media in the following proportions: 40–50 percent painting and drawing, 25 percent architecture,

⁶² Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

25 percent sculpture, and 5–10 percent other media. The AP Art History Exam reflects these distributions through multiple-choice questions and long and short essay questions.

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam.

Beginning with the 2010 exam, prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge will not be accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis.

AP STUDIO ART 2D DESIGN (Non-Core/College-Prep)

This AP Studio Art class is a rigorous college level course focused on 2D-Design. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

AP STUDIO ART: DRAWING (Non-Core/College-Prep)

This AP Studio Art class is a rigorous college level course focused on drawing. At our school it is the capstone event for students who have fulfilled the requirements of and were successful in the recommended University of California approved Drawing and Painting class or completed portfolio work demonstrating a similar level of exploration for entrance. Students enrolled have already demonstrated and must continue to demonstrate a high level of motivation, independence, and interest in growing and expanding their visual voice through 2D works in the mediums related to drawing. All students in this class are required to engage in creative and systematic investigation of formal and conceptual issues in drawing throughout the duration of the course. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth.

The course will be taught to challenge the student to develop their cohesive concentration through a systematic exploration demonstrated through sketchbook, research, journaling, and the exploration of historical art styles, cultural and personal imagery. Students will provide evidence of their in-depth exploration of a specific visual idea or artistic concern through a plan of action outline, initial sketches, and annotations.

AP Studio Art: Drawing students will begin their study in the summer with assignments in their sketchbooks and completion of one drawing for the Breadth portfolio. Students are also strongly

encouraged to visit at least one area museum in order to expand their exploration of their own and historical drawing processes. This summer work will enable the students to build off their Drawing and Painting work by developing the quality of their skills, to deepen their concentration on their evolving visual ideas, and learn to organize their emerging discoveries into cohesive ideation in problem-solving in drawing. Students will understand that art-making is an ongoing process that utilizes informed critical decision making to determine positive outcomes to the problems set for them.

BEGINNING INSTRUMENTAL (Non-Core/College-Prep)

The major emphasis of this course is to develop student achievement through beginning level techniques in playing orchestral or band instruments. The course develops the physical skills necessary to play beginning level music accurately and with good tone quality, and develops skills in reading music notation. The course also provides opportunities for growth in the understanding of musical elements as applied to the music played

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.*

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.

INTRO TO ART (Non-Core/College-Prep)

The purpose of this course is to introduce students to the world of visual arts. The course will be with an initial foundation and introduction to art vocabulary including the elements of art and principles of design and the steps of the critique process (description, analysis, interpretation, judgment). From there, students will be taken on a journey through the different perspectives in art which begins on the personal level and extends to the community level, societal level and finally the global level. Through these sequential themes students will learn various mediums in art, more in-depth vocabulary, the lives of different artists, historical and cultural connections, as well as a myriad of other topics. Students will create theme specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Writing assignments, discussions, graphic organizers, group-work, and other activities will be the outlet for students to express their understanding of art and the creative process.

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.

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

FIN Prep Middle School Textbooks and Instructional Materials	
ELA	Approved Grade-level Novels (e.g., <u>Tuck Everlasting</u> , <u>The Giver</u> , <u>The Watsons Go To Birmingham</u> , <u>The Outsiders</u> , <u>Tom Sawyer</u> , <u>To Kill a Mockingbird</u>), My Perspectives: Pearson
Math	envision Math 6 Common Core: Pearson
	envision Math 7 Common Core: Pearson
	envision Math 8 Common Core: Pearson
	Algebra 1: Pearson
Science	Interactive Science: Pearson
	Interactive Science: Pearson
	Interactive Science: Pearson
History	My World Interactive World Geography: Pearson
	My World Interactive World History: Pearson
	My World Interactive American History: Pearson
Language Development (ELD)	iLit and Language Central: Pearson
Drama	<u>The Odyssey</u> Exploring Theater Textbook

FIN Prep High School Textbooks and Instructional Materials

ELA	<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)
Math	<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
Science	<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
History	<ul style="list-style-type: none"> • World History: Pearson • AP World History: Pearson • AP European History: Pearson • United States History: Pearson • AP United States History: Pearson • Magruder's American Government: Pearson • AP United States Government: Pearson • Economics: Pearson

Spanish	<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
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COMPREHENSIVE COURSE LISTS

	Full A-G HS Diploma <i>Total Credits 210</i>	Foster/Homeless Youth HS Diploma AB216/AB1806) <i>Total Credits 130</i>
All core content area (Eng, Math, Sciences, and Social sciences) courses will meet A-G eligibility	English 40 Credits <ul style="list-style-type: none"> <input type="checkbox"/> English 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> English Composition <input type="checkbox"/> American Literature <input type="checkbox"/> Modern Literature <input type="checkbox"/> English Elective Math 30 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I AB <input type="checkbox"/> Algebra II AB <input type="checkbox"/> Geometry AB Social Science 30 Credits <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 Sciences 20 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Marine Biology AB Foreign Language 20 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Spanish 1 AB <input type="checkbox"/> Spanish 2 AB Visual and Performing Arts 10 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Digital Imaging AB Personal/ Career Development 10 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Success seminar Electives 40 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Advanced courses within A-G areas including dual enrollment 	English 30 Credits <ul style="list-style-type: none"> <input type="checkbox"/> English 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> English Composition <input type="checkbox"/> American Literature Math 20 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I AB <input type="checkbox"/> Algebra II AB Social Science 30 Credits <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 Sciences 20 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Biology AB <input type="checkbox"/> Chemistry AB <input type="checkbox"/> Marine Biology AB Arts/Career Development/Foreign Language 30 Credits <ul style="list-style-type: none"> <input type="checkbox"/> Digital Imaging AB <input type="checkbox"/> Spanish 1AB <input type="checkbox"/> Spanish 2AB <input type="checkbox"/> Success Seminar

GRADUATION REQUIREMENTS

Pathways towards a High School Diploma	Full A-G HS Diploma Path Total Credits 210	Foster/Homeless Youth CA HS Diploma Path (AB216/AB1806) Total Credits 130
	<ul style="list-style-type: none"><input type="checkbox"/> English – 40 Credits<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	<ul style="list-style-type: none"><input type="checkbox"/> English – 30 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

E. CREDIT RECOVERY OPPORTUNITIES

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

F. 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. This process is essential in ensuring that students graduate eligible for financial aid for college. FIN Prep will help all students eligible for graduation to complete college applications and the FAFSA process.

G. 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 Prep intends to be a fully accredited school by WASC.

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

FIN Prep will offer A-G course requirements for UC/CSU admission. As a charter school, FIN Prep will maintain accreditation from WASC and offer courses that meet the A-G university requirements. FIN 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 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

FIN 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.

A. ACADEMIC CALENDAR

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

2021/22 School Calendar – FIN PREP

175 Instructional Days

July 2021							August 2021							September 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3										1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
October 2021							November 2021							December 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
January 2022							February 2022							March 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			
April 2022							May 2022							June 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
31																				

Holidays & Important Dates 2021- 2022

Start and End of Semester	Holidays	Professional Development Institute	Summer Bridge	Winter and Spring Recess
July 5, 2021	Independence Day Observed	January 1, 2022	New Year's Day	
July 19 – July 30, 2021	Professional Development	January 10, 2022	Spring Semester Begins	
August 9 – August 27, 2021	Summer Bridge	January 17, 2022	Martin Luther King Observed	
September 6, 2021	Labor Day	February 21, 2022	Presidents' Day	
September 8, 2021	Fall Semester Begins	March 25, 2022	Cesar Chavez Day Observed	
November 11, 2021	Veterans Day	March 28 - Apr 1, 2022	Spring Recess	
November 25 - 26, 2021	Thanksgiving	May 30, 2022	Memorial Day	
December 20, 2021 – January 7, 2022	Winter Recess	June 16, 2022	Spring Semester Ends	
December 24 - 25, 2021	Christmas Holiday			

B. SAMPLE BELL SCHEDULES (DAILY SCHEDULE)
MIDDLE SCHOOL BELL SCHEDULE GRADES 6TH THROUGH 8TH

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

HIGH SCHOOL BELL SCHEDULE GRADES 9TH THROUGH 12TH

Monday	Tuesday	Wednesday	Thursday	Friday
Student Breakfast Served 7:15 - 7:50	Staff PD 7:40 - 9:00	Staff PD 7:40 - 9:00	Student Breakfast Served 7:15-7:50	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				

C. 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

D. DISTANCE LEARNING SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 Zoom 9:00 – 9:40	Period 4 Zoom 9:00 – 9:40	Period 1 Zoom 9:00 – 10:10	Period 1 Zoom 9:00 – 9:40	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

PROFESSIONAL DEVELOPMENT

A. TEACHER RECRUITMENT

FIN 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, Los Angeles, 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) lesson plan submission, 4) interview day with Future is Now Human Capital, 5) interview day at school 6) Demo lesson and 7) reference and background checks.

B. 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 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 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**. 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), 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 to a select course may receive additional Professional Development provided by the Future is Now Education Team. A common thread in all Professional Development is how to apply 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 • Thinking Maps & Follow-up • Power School and Power Grader • Technology Integration • EADMS Training • Safe & Civil • Trauma Informed Practices • MTSS • Mandated Reporter Training • Objectives Deep Dive • Lesson Plan Analysis • Data Driven Instruction Protocol • Future is Now Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • 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 • 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:** Middle and High School department teams will come together to create curriculum maps that align skills from 6th through 12th grade

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 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 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 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 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.

ENGLISH LEARNERS

FIN 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 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 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 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	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).

3	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.
2	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.
1	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.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgp1d.asp>)

FIN 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 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 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 Prep bases its English Learner support program on the new California ELD 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 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.

All FIN Prep teachers are expected 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 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 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 ● Literacy Enrichment 6-8 	<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 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 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 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 Prep will review RFEP students' academic performance for a four- year minimum following reclassification.
 - b. FIN 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 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 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.

PLAN FOR STUDENTS THAT ARE ACADEMICALLY HIGH ACHIEVING

The curriculum at FIN 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. 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.⁶³ 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 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
- Honors classes
- 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 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

⁶³ "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>>

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 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 Prep believes it is also important to maintain a good balance between academic and social skills.

STUDENTS ACHIEVING BELOW GRADE LEVEL

As detailed above, a significant number of our students will enter FIN 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 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 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 UCLA math 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 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.

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 students' 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 PREP will utilize strategies described in other sections of this petition. FIN 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 Prep's participation in SELPA.

Procedure for Search and Serve

FIN 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 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 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 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 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 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 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 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 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 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 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 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.

STUDENTS IN OTHER SUBGROUPS

FIN Prep will develop partnerships with community-based organizations and the County of Los Angeles for coordination of services of foster and homeless youth similar to an MOU we have already established with APEX Academy and Los Angeles County. 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 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 Prep counseling and leadership staff will regularly attend LACOE 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 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 has 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 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 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 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 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 Prep's graduation requirements by the end of the student's fourth year of high school

"A TYPICAL DAY"

Students begin arriving at school at 7:15 a.m. and are greeted by an Administrator and Office Assistant. 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.

Our master schedule is designed to meet the needs of our students. Our A-G curriculum and focus on the California content standards and Common Core standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule, including reading and math support, ILIT and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

In each classroom, students will be taught by a qualified teacher that will utilize a variety of instructional techniques to ensure students understand and master the material. Students will be grouped into heterogeneous classrooms where teachers utilize differentiated instruction. In addition, teachers will adopt concrete and actionable instructional techniques from Doug Lemov's Teach Like a Champion that will enable them to focus on student engagement and student accountability for rigorous learning (e.g., No Opt Out, Right is Right, Cold Call, Everybody Writes). Teachers will be expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. 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.

Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs and competitive sports. 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 attending a parent education workshops.

SAMPLE STUDENT SCHOOL DAY

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. At 7:50, the bell rings, and our group immediately heads to Period 1 which starts at 7:55 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 <u>will</u> 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 <u>preparing</u> for me for an Advanced Placement class next year.
10:15 – 10:25	Nutrition is a good opportunity to get a 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. The bell just rang. It’s 9:55 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. 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 - Science! I’ve been working hard on my lab project so that my group is ready to display at the Science Fair. The Science Fair demonstrations are a part of Back to School 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. Afterwards, my advisory teacher takes us through Academic Consultancy. Once per week, we review our grades on Power School to analyze any missing assignments and opportunities for improvement. I appreciate the time to catch up with my peers, especially in Math.
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 practice for an athletic team; I could also speak to my counselor or social worker about my day. If I don’t have sports on that 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 go to the restroom and take time to meditate or plan for my next day. I can go home at 5:30.

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 charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” [EC § 47605.6(b)(5)(B)]

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” [EC § 47605.6(b)(5)(C)]

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 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 LACOE 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 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 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.

ASSESSMENT OF SCHOOL OUTCOME GOALS

Assessments of FIN 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 Prep’s standardized test scores to those of comparable schools.
- (3) Compile FIN 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 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 Prep will administer a diagnostic pre-test to measure each student’s strengths and weaknesses in English and mathematics. Throughout the school year, FIN 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. FIN 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 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. Portfolios are selections of student work that include student reflection on their learning. Students are asked to use DreamSeeDo to star the assignments they would like to include in their portfolio, which includes work samples from each subject, and is reviewed on a regular basis by teachers, administrators, and parents/families.

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

Assessment	Purpose	Grade	Timeline
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.	6-12	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	6-12	Beginning and end of each school year
NWEA MAPs	National Normed-Referenced assessment in ELA and Math	6-11	September, December (optional), and June
CAASPP or CAA	State Criterion-Based Assessment in ELA and Math	6, 7, 8, 11	In May
CAST Science	State Criterion-Based Assessment in	10	In May
PSAT/SAT/ACT	College admissions requirement	8-12	October, November, or December
ELPAC	Measure language acquisition	6-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks (IAB)	To support teaching and learning throughout the year	6-11	Throughout the year
Physical Fitness Test	To assist students in establishing lifetime habits of regular physical activity	9, 10	February to May

DATA ANALYSIS AND REPORTING

FIN Prep will utilize a comprehensive student information system, PowerSchool, to store student information such as registration, class schedule, medical information, and emergency contacts. FIN 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 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 Prep shall use such services in compliance with the Family Education Rights and Privacy Act (FERPA).

FIN 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 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 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 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.

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 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 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 to obtain a grade of “C” or higher. 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: 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 Prep plans to establish facilities within two regions in the County in locations accessible for homeless, foster, and other resilience youth to support this target student population and FIN Prep’s engagement and recruitment efforts. As set forth in Element 1, FIN Prep intends to establish our first public boarding school site in the North County area in the Lake Hughes area, with a second site developed in the South-Central part of the County by the end of our first charter term. FIN Prep provided notices pursuant to EC §47605.6(a)(1)(A) of its intent to operate facilities within their boundaries under a countywide charter to Hughes-Elizabeth Lakes Union Elementary School District, Antelope Valley Union High School District and Torrance Unified School District. Additionally, FIN Prep provided notifications to school districts within the Santa Clarita and Antelope Valley areas: Acton-Agua Dulce School District, Antelope Valley Union High School District, Castaic Union School District, Eastside Union School District, Gorman Joint School District, Keppel Union School District, Lancaster School District, Newhall School District, Palmdale Elementary School District, Saugus Union School District, Sulphur Springs Union School District, Westside Union School District, William S. Hart Union High School District, and Wilsona Elementary School District.

Considering the unique needs of FIN Prep’s target student population (homeless, foster, and other resilience youth) and aspects of our model, this Element provides details of *proposed* locations and facilities, granting us the necessary flexibility to locate facilities to best serve students. Additionally, FIN Prep anticipates significant time and expense will be required to secure and develop appropriate permanent facilities that will meet our needs.

FIN Prep intends to lease private facilities until such time as purchasing space is feasible. The ~~first~~ FIN Prep facilities will be located at the following addresses: 41600 Lake Hughes Road, Lake Hughes, CA 93532 ⁶⁴ and 2300 Crenshaw Blvd., Torrance, CA 90501.

FIN Prep is working with experienced realtors, developers, and financiers to identify and secure a second facility. FIN Prep aims to purchase or secure a long-term lease for this boarding facility by the start of the Year 4 (2023-2024 school year). A partnership with LACOE will be critical to facilitating this development.

FIN 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. Boarding facilities shall include bedroom space, restrooms, and other living space necessary to effectively support students who will reside at these boarding facilities.

⁶⁴ <https://haroldrobinsonfoundation.org>.

For the second facility within the County of Los Angeles, FIN Prep's CEO already has had conversations with LA Country Board of Supervisors to identify an appropriate facility. Notification to operate facilities within their boundaries under a countywide charter have been provided to Inglewood Unified School District, Los Angeles Unified School District, and Montebello Unified School District.

FIN Prep anticipates these proposed facilities will meet the needs of the school for the duration of that term, but FIN Prep shall comply with EC § 47605.6(a)(3) in the event it proposes any additional locations in the future.

ELEMENT 5: 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.” [EC § 47605.6(b)(5)(E)]

GENERAL PROVISIONS

FIN 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.⁶⁵ FIN Prep will operate autonomously from LACOE, with the exception of the supervisory oversight as required by law. Pursuant to EC § 47604(c), LACOE shall not be liable for the debts and obligations of the FIN Prep, or for claims arising from the performance of acts, errors, or omission by the school, if LACOE 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.

A. 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;

⁶⁵ Future Is Now Schools-Los Angeles is not a corporate affiliate of any other entity (i.e., no sole statutory member or the like.)

- 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	2024
Susan Estrich, Secretary	2024
Rich Leib, Treasurer	2024
Jeff Harris, Chairman	2024

Board members are selected based on their expertise and skills and their commitment to the mission and vision of FIN 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 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 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.

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

D. SCHOOL LEADERS AND STAFF

The Board has ultimate responsibility to oversee the program to ensure the FIN Prep's operational and fiscal success; however, FIN 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 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.)

E. LEGAL COMPLIANCE

FIN 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 Prep and its Board, when conducting any of the business of or related to FIN 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 LACOE, either at a school site or the administrative offices (in later years when FIN 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). Telephonic 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 Prep shall send to LACOE 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 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 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.

RESPONDING TO INQUIRIES AND NOTIFICATIONS

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

FEDERAL PROGRAM COMPLIANCE

As a condition of receiving federal funds, FIN 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.

FAMILY AND COMMUNITY VOLUNTEERS

FIN Prep is committed to engaging parents, guardians and other adult mentors and supporters into school life as much as possible. As a unique public boarding school with students on campus "24/5", 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.

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 Prep. Furthermore, in accordance with EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, FIN Prep will not mandate parent/guardian volunteer hours as a criterion for admission or continued enrollment.

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

English Learner Advisory Committee (ELAC)

If FIN 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 Prep will comply with all applicable requirements regarding the composition of the ELAC, elections, and training.

School Site Council (SSC)

If FIN 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 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 Prep Board from time to time.

ELEMENT 6: EMPLOYEE QUALIFICATIONS

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

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

QUALIFICATIONS OF SCHOOL EMPLOYEES

FIN 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 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.

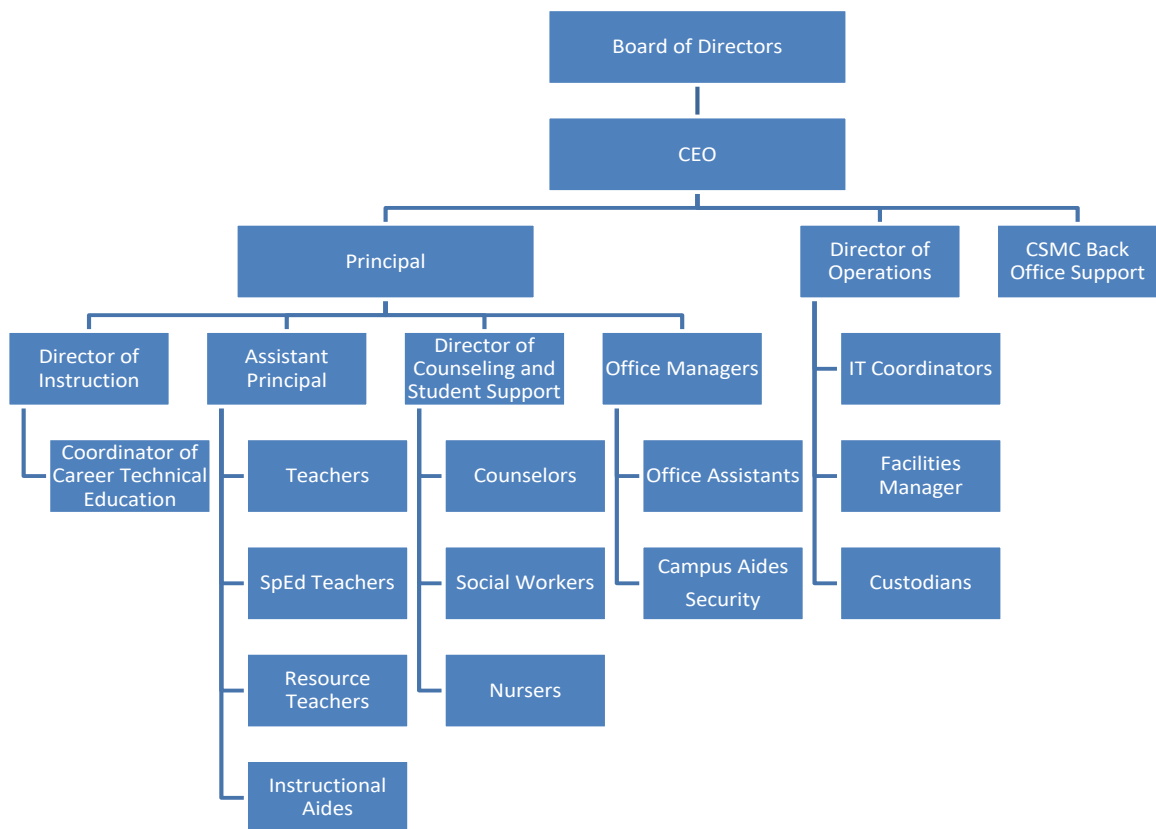
FIN Prep will adhere to ESSA requirements with respect to teachers and paraprofessional employees. Teachers will be required to meet the credentialing requirements set forth in EC § 47605.6(1). Teachers will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document 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, planned opening of the boarding option in Year 4, we have provided an initial Organizational Chart (~~150-225~~ students, one site, no boarding school). Our Organizational Chart will likely change as the FIN Prep program grows.

A. CENTRAL OFFICE STAFF

FIN PREP Organizational Chart



Chief Executive Officer (CEO) Directors

Reports to: Board of

The Board of Directors is responsible for selecting the CEO. The CEO provides general oversight of FIN Prep. FIN 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 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 County 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 the public boarding school, 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 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 – Los Angeles
 - 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: Principal

Reports to: CEO

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 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 Principals (starting Year 3)
Principal**

Reports to:

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: Director of Instruction**Reports to: Principal***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) Reports to: Director of Instruction

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 inter-disciplinary instruction.
- Understanding of data analysis.
- Minimum three years of urban teaching preferred.

Position: Teachers (12 in Year 1, growing with enrollment) Reports to: Principal

Essential Duties & Responsibilities:

- FIN 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. Candidates for Grade 6 positions may hold a multi-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 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, LACOE, 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) Reports to: Principal

Essential Duties & Responsibilities:

- FIN 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. Candidates for Grade 6 positions may hold a multi-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

Reports to: Principal

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 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: Director of Counseling & Student Support

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
- 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: Director of Counseling & Student Support

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 on problem students.
- 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: Director of Counseling & Student Support

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.
- 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 Manager

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 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)

Reports to: CEO

Essential Duties & Responsibilities:

- 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
- 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

Reports to: Director of Operations

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 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 arranges 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 7: 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 AND SAFETY PLAN

FIN Prep shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness. FIN Prep shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health and Safety Plan, which shall include, but is not limited to, to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Pursuant to AB 1747 (2018), FIN Prep shall ensure this school safety plan complies with subparagraphs (A) through (H) of EC § 32282(a)(2) and includes procedures for conducting tactical responses to criminal incidents.

FIN Prep shall ensure that all staff members receive annual training on the school’s health, safety, and emergency procedures, including, but not limited to, training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The following is a list of some of the major provisions of the Health and Safety Plan to be implemented by FIN Prep, but the list is not exhaustive. These requirements will be incorporated as appropriate into the school’s family and staff handbooks and will be reviewed and updated at least once annually.

A. BACKGROUND CHECKS

Employees and contractors of FIN Prep will be required to submit to a criminal background check and furnish a criminal record summary as required by EC §§ 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

FIN Prep shall maintain evidence that it has: (1) performed criminal background checks and cleared for employment all employees prior to employment; (2) 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 school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. FIN Prep 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, FIN Prep shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. FIN Prep, including its administrators and officers, shall comply with the requirements of EC § 44030.5.

FIN Prep will comply with EC § 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony.

B. MANDATED CHILD ABUSE REPORTERS

FIN Prep shall provide all employees, and other persons working on behalf of the charter school who are mandated reporters, with annual training on the mandated reporting requirements, which include, but are not necessarily limited to, training in identification and reporting of child abuse and neglect, and information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified.

The training shall be provided to school personnel 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 EC § 44691. FIN Prep shall obtain and retain proof of each mandated reporter's completion of the training and a signed statement indicating he/she has knowledge of the reporting obligations under Section 11166 of the Penal Code and will comply with those provisions. The Principal shall be responsible for ensuring compliance with training and reporting requirements.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any

member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

Whenever the Department of Children and Family Services or law enforcement agency is investigating suspected child abuse or neglect, the student may be interviewed by an agency representative during school hours, on school premises. The Principal shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. If the student is released to an agency representative and taken into custody as a victim of suspected child abuse or neglect, the Principal shall not notify the parent, but rather shall provide the agency representative with the parent's contact information.

A parent may file a complaint against a FIN Prep employee or other person suspected of child abuse or neglect at a school site, or with an *appropriate* local law enforcement agency. An appropriate law enforcement agency may be one of the following: police or sheriff department, county probation department or county welfare office/child protective services.

C. HEALTH

FIN Prep recognizes the link between student health and learning. The following are policies and procedures that promote the wellness of students and staff.

Immunizations

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age/grade and dose as required by applicable law. However, in accordance with the McKinney-Vento Homeless Assistance Act and related state law, FIN Prep shall immediately enroll students identified in the law, including homeless and foster youth, if their immunization records are missing or unavailable at the time of enrollment.

A student may be exempted from one or more immunization requirements if the parent/guardian files a written statement by a licensed physician as required under the law or meets another applicable exemption under the law. Parents may not submit a new personal belief exemption to FIN Prep.

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. Immunization records shall be retained as part of the student's mandatory permanent record. FIN Prep's Director of Counseling and Student Support will be responsible for working with the student's prior school to obtain the student's immunization records or shall ensure that he/she is properly immunized. The immunization requirements do not prohibit students from accessing special education and related services required by their IEPs.

FIN Prep shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. FIN Prep may use any funds, property,

or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parent/guardian have consented in writing.

Medication

FIN Prep will adhere to EC § 49423 regarding the administration of medication in school and will abide by all guidance as issued by the California Department of Education and applicable law. The parent/guardian of any student taking medication on a regular basis must inform the Principal of the medication being taken, the current dosage, and the name of the supervising physician. The Principal will share the information with the FIN Prep Nurse and Office Manager of the school site; the Nurse will maintain necessary medical records for students. With the consent of the parent/guardian, the designated FIN Prep staff may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the student.

Any student who is required to take, during the regular school day, medication prescribed by a physician, may be assisted by designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if FIN Prep receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent/guardian requesting the Charter School assist the student with prescribed medication as set forth in the physician statement. School personnel designated to administer any medication shall receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. FIN Prep shall make available epinephrine auto-injectors at each school site for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction as required by EC § 49414.

Any medication prescribed for a student with a disability who is qualified to receive services under the IDEIA or Section 504 shall be administered in accordance with the student's IEP or Section 504 Plan, as applicable.

Vision, Hearing, and Scoliosis Screenings

All enrolling students will have screening for vision, hearing, and scoliosis to the same extent as would be required if the students attended a non-charter public school.

Tuberculosis Risk Assessment

FIN Prep 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 sixty (60) days prior to employment/service, or otherwise meet the requirements of EC § 49406. FIN Prep shall maintain TB clearance records and certificates on file.

All FIN Prep employees must submit written proof from a physician of a risk assessment examination for TB within the last sixty (60) days. Employees transferring from other public or

private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that he/she was examined within the past four (4) years and was found to be free of communicable TB. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file showing that the employee was examined within the past four (4) years and was found to be free of communicable TB.

If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. Food handlers will be required to have annual TB exams.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to FIN Prep will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with students.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the Charter School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by FIN Prep.

Compliance with these TB testing requirements is a condition of initial and continuing employment. Failure to comply with these requirements may result in disciplinary action, up to and including release from at-will employment.

Health Education and Information

FIN Prep shall provide a diabetes information sheet regarding type 2 diabetes to inform parents and guardians of incoming 7th-grade students pursuant to EC § 49452.7. Information provided shall include a description of type 2 diabetes, a description of the risk factors and warning signs associated with type 2 diabetes, a description of treatments and prevention of methods of type 2 diabetes, a description of the different types of diabetes screening tests available, and a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

FIN PREP will notify pupils and their parents or guardians of how to initiate access to available pupil mental health services on campus or in the community. At the beginning of each term, FIN Prep will notify parents or guardians of information regarding access to mental health services in a letter, electronically and in hard copy mailed through the postal service pursuant to AB 2022;

and include the information in the parent handbook at the beginning of the school year in accordance with EC § 48980. FIN Prep will also post the information on the school's website or social media web pages.

FIN Prep will implement curriculum to ensure all students in grades 7th through 12th inclusive receive comprehensive sexual health education and HIV prevention education pursuant to AB 2601 in accordance with EC § 51931.

FIN Prep will annually give the Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention to each athlete participating in the charter school's athletic programs. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to FIN PREP before the athlete initiates practice or competition. The Opioid Factsheet for Patients may be distributed and the confirmation receipt returned through an electronic medium, including, but not limited to, fax or emailed pursuant to SB 1109 and EC § 49476.

Pursuant to SB 1104 and EC § 49381 FIN Prep will provide professional development of school personnel relating to understanding sexual abuse and sex trafficking and will implement strategies included in the school's safety plans to address these threats. At least annually, FIN Prep will annually inform parents and guardians of pupils in grades 6 through 12 of sexual abuse and human trafficking prevention resources. Sexual abuse and human trafficking information may be distributed to parents and guardians through an electronic medium, including, but not limited to, fax or emailed.

FIN Prep shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (EC § 51930, et seq.).

FIN Prep will create and display posters that notify students of the school's student sexual harassment policy. The posters will be age appropriate, culturally relevant, no smaller than 8.5 by 11 inches, in at least 12-point font, and displayed in English and in Spanish and in any primary language spoken by 15 percent or more of the students enrolled at the school. The posters will include, at a minimum the procedures and contact information of the appropriate school site official for reporting sexual harassment; the rights of the reporting student, complainant, and respondent; and the school site's responsibilities under the policy.

The posters will be displayed prominently and conspicuously in each school site bathroom and locker room. Copies of the poster will be distributed to parents and guardians of students at the beginning of the school year and as part of any orientation program for new and continuing students. Under AB 543, the policy must also be provided as part of any orientation program for new or continuing students at the beginning of each term including summer sessions.

Feminine Hygiene Products

FIN Prep will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to EC 35292.6

Restraint and Seclusion

FIN Prep prohibits seclusion and behavioral restraint of students as a means of discipline, and only uses such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response. Pupils have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. FIN Prep will collect and report annually to the California Department of Education data on the number of times and the number of students on which mechanical restraints, physical restraints, and seclusion are used. The data will be disaggregated for students who have Section 504 plans, students who have individualized education programs, and students who do not have either plan. (EC 49005-49006.4).

D. ATHLETIC ACTIVITIES

Pending student interest, funds availability and facilities, FIN Prep will offer an athletic program that is open to participation by FIN Prep students. FIN 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.

Concussion

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. FIN Prep shall immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he/she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven (7) days in duration under the supervision of a licensed health care provider.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear

and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. The FIN Prep coach or authorized person must remove from participation an athlete who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. An athlete who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. An athlete who is removed from play may not return to that activity until he/she is evaluated by, and receives written clearance from, a physician or surgeon. Pursuant to AB 2009, FIN PREP shall maintain at least one automated external defibrillator (AED) that is made available to trainers, coaches and authorized person during competitions and practices. FIN PREP shall ensure there is a written emergency action plan in place and posted, as specified, that describes procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to athletic program's activities or events.

E. EMERGENCY PREPAREDNESS

FIN 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 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 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).

F. BLOOD BORNE PATHOGENS

FIN Prep will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

G. DRUG/ALCOHOL/TOBACCO FREE ENVIRONMENT

Any facilities operated by the FIN Prep will function as a drug, alcohol, and tobacco free workplace. Specifically, the use of tobacco and nicotine products is prohibited on FIN 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 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 Prep shall develop a comprehensive policy to prevent and immediately remediate any concerns of sexual harassment at FIN 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 Prep's discrimination and harassment policies.

FIN 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 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 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.)

Bullying Prevention

FIN 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 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 Prep's uniform complaint procedures. FIN 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 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).

J. SUICIDE PREVENTION POLICY

FIN 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 Prep shall adopt a policy on student suicide prevention intervention, and postvention⁶⁶ 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.

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

⁶⁶ 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.pdf>)

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 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 time line.

STUDENT RECORDS

FIN 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 Prep that are related to an identifiable student and maintained by FIN 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 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 Prep officials (*e.g.*, FIN Prep administration and staff, and FIN 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 Prep shall disclose educational records without parent/guardian consent. If a student transfers from FIN 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 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 Prep closes, it shall comply with the student records transfer provisions in Element 16.

FIN 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 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 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 8: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” [EC § 47605.6(b)(5)(H)]

As a countywide charter, the petition is being presented directly to the Los Angeles County Board of Education. That said, FIN Prep will actively recruit a diverse student population, with a focus on serving foster and homeless youth.

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 LACOE:

- (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 LACOE.
- (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 County 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 PREP.
- (7) Ensuring availability of bilingual staff members.

FIN 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 County.

Over the next year prior to the opening of FIN Prep in July 2021, 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 Prep shall not discriminate or restrict enrollment based on any protected category, including race or ethnicity. FIN Prep shall accept all students who wish to attend, subject to capacity. FIN 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 Prep will use the PowerSchool software program to track demographic information on each individual student

On an annual basis, FIN 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 Prep enrollment the Los Angeles demographic in general along with Los Angeles County demographics of homeless and foster youth specifically as these are the targeted student populations. If the county demographics and FIN Prep's demographics differ by more than 5% , the Board will look at making adjustments accordingly.

ELEMENT 9: ANNUAL FINANCIAL AUDIT PROCEDURES

“The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.” [EC § 47605.6(b)(5)(I)]

Each fiscal year an independent auditor will conduct an audit of the financial affairs of FIN 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 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 LACOE along with an anticipated timeline for the same.
- The Board will review and approve the audit no later than December 15.
- The CEO will be responsible for submitting the audit to all reporting agencies including the County, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

- The independent financial audit of FIN Prep is a public record to be provided to the public upon request.
- Financial reporting to the charter agency shall be carried out pursuant to EC § 47604.33.

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 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 Prep students, and to address violations of those standards, including suspension, expulsion, or involuntary transfer.

As noted above, prior to implementing a boarding program for students, FIN Prep will submit a detailed Material Revision to LACOE, including details about how student discipline will be handled in the residential setting.

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 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 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 Prep's nondiscrimination policies.

FIN 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 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 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 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 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 Prep is committed to annual review and revision, as necessary, of policies and procedures related to suspensions and expulsions by FIN Prep administration, in collaboration with LACOE, FIN 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 LACOE 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 Prep will implement a progressive discipline plan that will be detailed in the Student Handbook. The 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 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
- Parent shadowing
- Mentorship (peer/teacher)
- Written assignment, research, or presentation reflecting on the student's behavior
- 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
- Participation in a restorative justice program
- 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
- Saturday school
- 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 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 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.

Access to Education

For suspensions that are not pending an expulsion hearing, FIN Prep shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the period of suspension.

GROUND FOR EXPULSION

Expulsion means the removal of a student from the immediate supervision and control, or the general supervision, of school personnel at FIN Prep.

A. JURISDICTION

A student may be expelled when his/her behavior is related to a school activity or school attendance occurring at FIN 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 schoolsite, 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 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 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 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 Prep campus (where available) in writing.

If the Hearing Officer decides not to order the expulsion of a student he student shall be immediately reinstated and may be referred to his/her prior campus, or another FIN 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 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 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 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 LACOE 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 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 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 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 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 discussion 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 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 Prep, the decision to expel is not supported 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 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 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 Prep shall immediately notify and coordinate with the SELPA the suspension or expulsion of any student with a disability or whom FIN 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 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 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 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 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 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 Prep's failure to implement the IEP or Section 504 Plan, then FIN 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 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 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 Prep agree otherwise.

Special Circumstances

FIN 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 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 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 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 Prep.

If FIN 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 IDEIA-eligible individual with disabilities, including the right to stay-put.

FIN 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 Prep had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. FIN 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 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 Prep without graduating or completing the school year for any reason, FIN 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 Prep shall report such severance to the Superintendent of LACOE. The report shall include names, ages, last known address, and the reason for each such severance.

C. OUTCOME DATA

FIN 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 LACOE 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 Prep will offer Social Security, California’s State Teacher Retirement System (CalSTRS) to its certificated staff. Non-certificated staff at FIN Prep participate in the federal Social Security system and have access to other school-sponsored retirement plans according to policies developed by FIN Schools-Los Angeles 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 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 Prep shall pay the County a reasonable fee for the provision of such services.

If FIN 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 Prep shall pay the County a reasonable fee for the provision of such services.

Subject to prevailing applicable law, FIN 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 Prep will submit all retirement data and will comply with all policies and procedures for payroll reporting. FIN 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: 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 Prep and LACOE will be encouraged to attempt to resolve any disputes with LACOE amicably and reasonably without resorting to formal procedures. In the event of a dispute between FIN Prep and LACOE, the staff, employees and Board members of FIN Prep and LACOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County 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 LACOE staff believe that the dispute relates to an issue that could lead to revocation of the charter in accordance with EC § 47607, FIN Prep requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind LACOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to LACOE’s ability to proceed with revocation in accordance with EC § 47607 and its implementing regulations. At any time LACOE believes the dispute relates to an issue that could lead to revocation of FIN Prep, both parties will no longer be subject to this process. LACOE may proceed immediately with the notice and the revocation procedures as set forth in law and stated below if LACOE believes FIN 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 LACOE and FIN 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 LACOE and FIN Prep.

ELEMENT 13: ADMISSION REQUIREMENTS

“Admission policy and procedures, consistent with [Education Code 47605.6(e)].”
[EC § 47605.6(b)(5)(M)]

FIN Prep will be open to all students who wish to attend the school, as prescribed in EC § 47605.6(e)(2)(A). FIN 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 Prep shall receive ADA funding for pupils over nineteen (19) years of age only in accordance with applicable State law.

FIN Prep shall comply with all laws establishing the minimum and maximum age for public school enrollment. FIN 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.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

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 Prep. No student records will be required or requested prior to enrollment.

APPLICATION AND ENROLLMENT PROCESS

FIN Prep will establish an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) information sessions for students and parents or guardians; (3) an admissions application period; (4) an admissions lottery, if necessary; and (5) enrollment. FIN Prep may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

FIN Prep has developed a standardized application form required of all prospective students.

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 Prep is a unique, alternative program, space availability will not just be determined by grade level but will also take into consideration total capacity of each campus. If the number of applications does not exceed spaces available, all students that have applied before the deadline will be enrolled at FIN Prep. Throughout the school year, when space is still available, students are enrolled on a first come, first serve basis. FIN 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 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 March 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 Prep;
3. Students residing in the Los Angeles County;
4. All other applicants;

Aligned with our mission, FIN 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 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 Prep's target population may not have a fixed mailing address, FIN 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 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 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 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 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.

FAMILY INVOLVEMENT AND VOLUNTEER HOURS

Although parent/guardian involvement is encouraged and can support the success of the student and the school, parents/guardians of all applicants and enrolled students will be notified that family involvement is not a requirement for acceptance to, or continued enrollment at, FIN Prep. Furthermore, in accordance to EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, FIN Prep will not mandate parent/guardian volunteer hours as a criterion for admission or continued enrollment.

ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.” [EC § 47605.6(b)(5)(N)]

No student, whether or not a resident of Los Angeles County is required to attend FIN Prep. Students who opt not to attend FIN Prep will be referred to their school district of attendance. Parents/guardians will be informed of other possible schools and/or programs that are available to students within Los Angeles County, including intradistrict transfer options within their school districts of residence, interdistrict transfer options, district of choice program, LACOE schools, and other charter schools.

The parent/guardian of each student enrolled in FIN 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 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 15: 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 FIN Prep. Individuals who choose to leave the employment of the Local Education Agency to work at FIN Prep shall have no automatic rights of return to the Local Education Agency after employment at FIN 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 Prep will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No county office of education employee shall be required to work at FIN Prep. FIN Prep employees shall have any right upon leaving a county office of education to work at FIN Prep that the county office of education 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 Prep will be considered the exclusive employees of FIN 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 Prep. Employment by FIN Prep provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 16: 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 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).

FIN Prep shall promptly notify its parents/guardians and students, LACOE, FIN Prep’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System, and federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure following the Board’s official action. This notice will include:

- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
- The manner in which parents may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- The student’s school district of residence
- Information to assist the parent and student in locating suitable alternative programs

FIN Prep will also develop a list of students in each grade level and the classes they have completed, together with information on the student’s districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, FIN Prep shall provide parents and students with copies of all appropriate student records, including a transcript indicating the grades any full or partial credits earned for courses taken at FIN Prep, and will otherwise assist students in transferring to their next school of enrollment. FIN Prep shall transfer all student records in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 USC § 1232, to LACOE within ninety (90) calendar days or within a mutually agreed upon time-frame from the date of the Charter School’s closure. If LACOE will not or cannot store the student records, the Charter School shall work with LACOE to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, FIN Prep will prepare final financial records. FIN Prep will pay to have an independent audit performed by a qualified Certified Public Accountant within six months after closure, which will be provided to LACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to FIN Prep.

FIN Prep will complete and file any annual reports required pursuant to EC § 47604.33.

All assets of FIN Prep, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending FIN Prep, remain the sole property of the nonprofit public benefit corporation (FIN Schools-LA). Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 USC § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from LACOE or LACOE property will be promptly returned upon Charter School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As FIN Prep is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, FIN Prep shall remain solely responsible for all liabilities arising from the operation of the Charter School and shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

In the event that the school closes, the CEO will serve as the school’s closure agent. FIN Prep will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

INSURANCE

No coverage shall be provided to FIN Prep by LACOE under any of the County's self-insured programs or commercial insurance policies. FIN Prep shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to LACOE [A.M. Best A-, VII or better], or equivalent provided through a joint powers authority, to protect the Charter School from claims that may arise from its operations. Each FIN Prep campus shall meet the below insurance requirements individually.

It shall be FIN Prep's responsibility, not the County's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the Board of Education of the County of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the County which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the County.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student transportation service. If the 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 the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence and \$1,000,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

FIN Prep shall furnish to the County within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

Should FIN Prep deem it prudent and/or desirable to have insurance coverage for damage or theft to the 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 County and its purchase shall be the responsibility of FIN Prep.

Indemnification

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LACOE 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 petition. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LACOE 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 LACOE 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

A. COUNTY OVERSIGHT COSTS

LACOE may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue, unless the County Board contracts out a portion of this oversight to a third party pursuant to EC § 47605.6(c).

B. CASH RESERVES

FIN Prep acknowledges that the recommended cash reserve is 5% of expenditures, as provided in 5 CCR § 15450.

C. COUNTY OVERSIGHT

FIN Prep is subject to County oversight.

- The County's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitors the fiscal condition of FIN Prep.
- The County is authorized to revoke this Charter for, among other reasons, the failure of FIN Prep to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
- FIN Prep shall comply with EC § 47604.3 regarding responding to reasonable inquiries from the County.

D. INTERNAL FISCAL CONTROLS

FIN Schools-LA has adopted and will implement sound internal fiscal control policies based on the "best practices" of our non-profit back-office services provider, Charter School Management Corporation (CSMC) that will govern all financial activities.

E. LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with EC §§ 47604.33 and 47606.5, FIN Prep 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 EC § 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." EC § 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 Prep shall provide reports to the County Superintendent of Schools as follows in accordance with

EC § 47604.33, and shall provide additional fiscal reports as requested by the County:

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 County 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 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 Prep agrees to and submits to the right of the County 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 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.