



## Board of Education Report

**File #:** Rep-195-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/11/2025

### **Denial of the Proposed New Charter Petition for Future is Now Career Technical Education Preparatory [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Denial of the Proposed New Charter Petition for Future is Now Career Technical Education Preparatory) **[PUBLIC HEARING]** Recommends denial of the new charter petition for Future is Now Career Technical Education Preparatory, located in Board District 5 and Region East, seeking to serve up to 525 students in grades 9-12, and adoption of the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

#### **Action Proposed:**

Adopt the denial of the new charter petition for Future is Now Career Technical Education Preparatory, proposed to be located in Board District 5 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

#### **Background:**

On November 13, 2024, Future is Now Career Technical Education Preparatory submitted its charter school petition application to the Charter Schools Division seeking to open and operate a new independent charter school. The 90-day statutory timeline for Board action on this petition runs through February 11, 2025.

An initial Public Hearing was held on December 10, 2024.

Based on a comprehensive review and assessment of Charter School's charter petition application and supporting documentation, staff has determined that Charter School has not met the requirements set forth in Education Code 47605 and therefore recommends denial of the petition.

#### **Due Diligence:**

Current Future is Now Career Technical Education Preparatory governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager was performed by the Office of the Inspector General.

#### **Statutory Framework:**

Education Code section 47605(c) sets forth grounds for denying a new charter petition. Section 47605(c) states, in part, that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following

findings:”

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
- (3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)
- (5) The petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in Section 47605, subdivision (c)(5). (Ed. Code, § 47605(c)(5).)
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
- (8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code, § 47605(c)(8).)

#### Grounds for Denial:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the new charter petition application for Future is Now Career Technical Education Preparatory and have assessed that the petition application does not meet the standards and criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, based on review of the petition and supporting documentation, staff has determined, pursuant to Education Code section 47605(c), the following:

- (1) The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.
- (2) The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in the petition.
- (3) Proposed Charter School is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

#### **Expected Outcomes:**

Denial will prevent the establishment of Future is Now Career Technical Education Preparatory as an LAUSD-authorized charter school at this time.

#### **Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, Charter School would not be authorized to open or operate as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the new petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the new petition is reversed by the California State Board

of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority.

“No” - If the Board does not adopt the recommendation of denial and the attached Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, and instead takes specific action to approve the new charter petition, Charter School would be authorized to operate as a charter school for the charter term beginning July 1, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language.

**Policy Implications:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**Budget Impact:**

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact.

If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District. Additional impact on the budget could be the estimated revenue losses to the District schools based on the assumptions and the community fiscal impact analysis described below for Future is Now Career Technical Education Preparatory’s new petition. Under the facts and circumstances described below, and as factor leading to a denial recommendation, Future is Now Career Technical Education Preparatory’s application for Charter School’s new petition is deemed to have a substantive fiscal impact to existing District schools in the proposed community.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an MOU between Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Future is Now Career Technical Education Preparatory's potential fiscal impact to existing District schools in the proposed target community.

Based on the Charter School's projected enrollment-125 students in Fiscal Year 2025-2026, increasing to 525 students by the end of the proposed charter term (i.e., Fiscal Year 2029-2030)-the estimated total revenue loss for the District's schools could be \$1,489,712 in Fiscal Year 2025-2026, increasing to \$6,256,792 in Fiscal Year 2029-2030 and amounting to \$21,153,915 over the period of the proposed charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$33,577,642 over the period of the proposed charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R. § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Currently, there are 16 other charter schools serving similar grade levels within the community of Future is Now Career Technical Education Preparatory's proposed location.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the new petition.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Schools within the Community Data; Schools within the Community Subgroup  
Medians Data Sets

Attachment C - 3-Mile Radius Map

Attachment D - Future is Now Career Technical Education Preparatory Schools with Community List with Enrollment Data

Attachment E - Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory

Attachment F - Future is Now Career Technical Education Preparatory Community Impact Assessment

Budget and Petition will be available prior to the board meeting at the following link:

[<<https://drive.google.com/drive/folders/1MfvBZS5Gd64lATj1K0DJnIMkxoTH4Pj?usp=sharing>>]

**Submitted:**

01/16/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

\_\_\_ Approved as to budget impact statement.

**ATTACHMENT A**  
**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**NEW CHARTER PETITION**  
Board of Education Report 195-24/25  
February 11, 2025

School Name:	Future is Now Career Technical Education Preparatory		BOARD IS REQUIRED TO TAKE ACTION BY:  February 11, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Future is Now Schools – Los Angeles		
Type of Site(s):	Private		
Proposed Site Address(es):	400 W. Washington Blvd., Los Angeles, CA 90015		
Board District(s):	5	Region(s):	East
Grade Levels Proposed to be Served:	9-12	Enrollment Proposed in Charter Petition:	525
CONSIDERATION:	New Charter Petition		
PROPOSED CHARTER TERM:	July 1, 2025-June 30, 2030		
STAFF RECOMMENDATION:	Denial		

## **STAFF ASSESSMENT**

### **I. ACTION PROPOSED**

Staff recommends denial of the new charter petition for Future is Now Career Technical Education Preparatory (“FIN Prep” or “Charter School”), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 125 students in grade 9 in year one, and up to 525 students in grades 9-12 in each year of the charter term.

### **II. CRITERIA FOR NEW PETITIONS**

District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in Education Code section 47605. Staff must determine whether the submitted petition is reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. Staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

- 1) Does the petition present a sound educational program for the pupils to be enrolled in the charter school? (Ed. Code, § 47605(c)(1).)  
**This criterion has been determined not to be a basis for denial.**
- 2) Are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47605(c)(2).)

**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**

- 3) Does the petition contain the number of signatures required by subdivision (a) [of Section 47605]? (Ed. Code, § 47605(c)(3).)  
**This criterion has been determined not to be a basis for denial.**
- 4) Does the petition contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]? (Ed. Code, § 47605(c)(4).)  
**This criterion has been determined not to be a basis for denial.**
- 5) Does the petition contain reasonably comprehensive descriptions of the 15 elements set forth in Section 47605, subdivision (c)(5)? (Ed. Code, § 47605(c)(5).)  
**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**
- 6) Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code? (Ed. Code, § 47605(c)(6).)  
**This criterion has been determined not to be a basis for denial.**
- 7) Is the proposed charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)  
**For reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, this criterion has not been met.**
- 8) Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)  
**This criterion has been determined not to be a basis for denial.**

### III. GENERAL SCHOOL INFORMATION

#### A. School History

	<b>Future is Now Career Technical Education Preparatory</b>
<b>Submission of New Petition Application:</b>	FIN Prep submitted its new petition application on November 13, 2024. The 90-day statutory timeline for Board action on the petition runs through February 11, 2025.
<b>Key Features of the Proposed Educational Program</b>	FIN Prep proposes to offer a 9-12 educational program, which includes the following features: <ul style="list-style-type: none"> <li>♦ A comprehensive, accurate evaluation of each student's needs</li> <li>♦ Personalized systems of support, including but not limited to, diagnostic overview of wraparound therapy</li> </ul>

	<b>Future is Now Career Technical Education Preparatory</b>
<b>Key Features of the Proposed Educational Program (Cont.):</b>	<p>services needed, professional development on trauma-informed practices for all teachers and support staff, and an Advisory curriculum that includes social emotional learning and mindfulness</p> <ul style="list-style-type: none"> <li>♦ Reading and Math intervention class within the school day</li> <li>♦ Afterschool program offering tutoring and enrichment opportunities</li> </ul>
<b>Master Plan for English Learners and Standard English Learners:</b>	FIN Prep did not submit a Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	FIN Prep has not indicated its intent regarding a Special Education Local Plan Area (SELPA) selection.

**B. Charter School Operator**

FIN Prep proposes to be operated by Future is Now Schools – Los Angeles, a California nonprofit public benefit corporation.

**IV. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

As a proposed new charter school, FIN Prep does not have a record of performance in this category.

**V. SUMMARY/ADDITIONAL INFORMATION**

Based on Staff's research, the lead petitioner of Future Is Now Career Technical Education Preparatory (also Founder, Board Member, and Executive Director of Future Is Now Schools, Los Angeles (FINS LA)) has been involved with the following schools:

- ♦ Green Dot Public Schools, between 1999 to 2010, in various roles, including the following: Founder, Chairman of the Board of Directors, President, and Chief Executive Officer.
- ♦ University Prep Public Schools, founded in 2008, which operates a charter high school and a charter middle school in South Bronx, New York, including the following roles: Co-founder and current Executive Director.
- ♦ Incubator School (an LAUSD Pilot school), opened in August 2013 (in collaboration with Future Is Now (later renamed to Future is Now, Los Angeles)) and closed in June 2017.
- ♦ Studio School (an LAUSD Pilot school) opened in August 2013 (in collaboration with Future Is Now (later renamed to Future is Now, Los Angeles)) and closed in June 2019.
- ♦ Future Is Now Preparatory, authorized by Los Angeles County Board of Education (LACBOE) on July 1, 2020, which was rescinded on August 27, 2021 (school did not open).

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

## **VI. FISCAL MANAGEMENT AND PERFORMANCE**

As a proposed new charter school, FIN Prep does not have a record of performance in this category.

a. Summary

Not available

b. Fiscal Condition

Not available

c. 2023-2024 Independent Audit Report

Not available

d. Other Significant Fiscal Information

Future is Now Career Technical Education Preparatory's financial plan lacks sufficient information, assumptions, or documentation to support the budget submitted with its new petition application. Additionally, the 5-year month-to-month cash flow projections (Fiscal Years 2025-2026 through 2029-2030) were not provided.<sup>1</sup> Furthermore, Charter School submitted an incomplete and inconsistent enrollment plan. Please see Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

## **VII. COMMUNITY IMPACT ANALYSIS**

Staff's analysis evaluated whether the proposed charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Pursuant to Education Code section 47605(c)(7) the District's analysis considered the fiscal impact of the proposed new charter school; the extent to which the proposed new charter school would substantially undermine existing services, academic offerings or programmatic offerings; and whether the proposed new charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Per the LAUSD Policy and Procedures for Charter Schools, a "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Data provided by the Office of Master Planning and Demographics (MPD), reveals that there are 57 District public schools within the proposed community currently serving at least one of the proposed grade levels as the proposed charter school (41 District schools (including 4 affiliated charter schools) and 16 independent charter schools).

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<sup>1</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025.)

**1. Fiscal Impact on the District Schools and Charter Schools in the Proposed Community**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**2. Duplication of Programs**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community**

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

**4. Additional Considerations**

a. Community Engagement

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

b. Academic Performance

Staff reviewed the record of performance of the existing Schools within the Community (SWC) on the applicable 2024 California School Dashboard indicators for All Students and for each numerically significant student group served compared to state averages. Please see Future is Now Career Technical Education Preparatory Schools within the Community Data Set.

SWC Comparison to State Averages:

Comparison of the SWC's All Students median<sup>2</sup> to the state averages on the applicable 2024 California School Dashboard indicators revealed that the majority of the SWC outperformed the state average in 4 of 6 of the applicable indicators (ELA, Graduation Rate, College Career Indicator [CCI], and Suspension Rate).

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<sup>2</sup> For each applicable California Schools Dashboard indicator, the SWC Median is calculated by utilizing published data on the current California School Dashboard for all the schools within the community. While an individual school's value for a particular indicator is a percentage or an average calculated using all the school's applicable students' data, overall percentages and averages for all students attending schools within the community are not calculated as student-level data are not released publicly, for privacy reasons. Therefore, SWC Medians are compared to state percentages and averages.

CA Dashboard Indicator	SWC All Students Median 2024	State Average 2024
ELA	-7.9 (DFS)	-13.2 (DFS)
Math	-109.5 (DFS)	-47.6 (DFS)
ELPI	39.9%	45.7%
CCI	48.6%	45.3%
Suspension	0.2%	3.2%
Graduation	93.8%	86.7%

SWC Student Groups Comparison to State Averages:

Comparison of the SWC's numerically significant student groups medians to the state averages on the five applicable 2024 California School Dashboard indicators<sup>3</sup> revealed that the majority of SWC's numerically significant student groups outperformed the state average in 4 of the 5 applicable indicators (ELA, CCI, Suspension Rate, and Graduation Rate). These data call into question the need for a new school within the proposed community.

2024 Schools Within Community Medians as Compared to State Averages										
Student Group	ELA		Math		CCI		Suspension		Graduation	
	SWC Median	State	SWC Median	State	SWC Median	State	SWC Median	State	SWC Median	State
All Students	-7.9	-13.2	-109.5	-47.6	48.6%	45.3%	0.2%	3.2%	93.8%	86.7%
Asian	74.2	60.7	--	49.5	84.6%	74.5%	0.0%	1.0%	94.9%	92.2%
Black or African American	-32.4	-58.9	-115.3	-102.2	--	28.1%	0.0%	8.4%	--	79.1%
English Learner	-105.8	-67.6	-175.9	-93.4	25.7%	17.2%	0.3%	3.4%	73.0%	77.9%
Homeless	-148.9	-70.4	-196.5	-106	--	21.8%	--	5.7%	--	75.7%
Latino	-8.6	-39.3	-111.6	-79.2	48.7%	37.4%	0.2%	3.4%	93.6%	85.3%
Long-Term English Learner	-117.8	-109.6	-174.6	-163.5	28.3%	16.5%	0.0%	8.1%	89.0%	80.8%
Socioeconomically Disadvantaged	-8.9	-40.9	-109.5	-78.2	48.1%	37.4%	0.2%	4.0%	94.4%	84.4%
Students with Disabilities	-105.5	-95.6	-161.7	-124.3	16.7%	13.5%	0.0%	5.4%	77.6%	74.4%
Two or More Races	59.4	24.3	27.7	-5.3	--	53.7%	0.0%	3.0%	--	88.3%
White	76.7	19.2	-5.9	-10.3	65.5%	54.3%	0.0%	2.6%	90.3%	89.2%

--Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

c. Facilities Plan

For more information, please refer to the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory.

<sup>3</sup> ELPI is not included in this analysis, as it applies to only one student group and is already considered in the schoolwide analysis.

#### Community Impact Analysis Conclusion

Taken as a whole, balancing various factors, and for reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Future is Now Career Technical Education Preparatory, Staff assesses that Future is Now Career Technical Education Preparatory is demonstrably unlikely to serve the interests of the entire community in which it proposes to locate.

#### **VIII. DISTRICT-LEVEL FISCAL IMPACT**

A petition may be denied if the district is not positioned to absorb the fiscal impact of the charter school under the following criteria: 1) the district is under the authority of a state trustee or administrator; 2) the district is in negative certification; or 3) the district is in qualified certification and the county superintendent and FCMAT certify that approval of the charter school would result in the district having a negative certification. This criterion has been determined not to be a basis for denial.

# ATTACHMENT B

Schools Within the Community*					State of California			FIN Prep				
2024 California School Dashboard - English Language Arts					2024 California School Dashboard - English Language Arts			2024 California School Dashboard - English Language Arts				
Student Group	Number of Students with Scores Median	Performance Level (Color)	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	8,106	Yellow	-7.9	Higher	2,961,600	Orange	-13.2	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	12,751	Orange	-49.0	--	--	--	--	--
Asian	159	Blue	74.2	Higher	299,011	Blue	60.7	--	--	--	--	--
Black or African American	200	Yellow	-32.4	Higher	147,055	Orange	-58.9	--	--	--	--	--
English Learner	2,230	Red	-105.8	Lower	748,700	Orange	-67.6	--	--	--	--	--
Filipino	--	--	--	--	67,619	Blue	45.8	--	--	--	--	--
Foster Youth	--	--	--	--	16,695	Red	-87.3	--	--	--	--	--
Homeless	63	No Color	-148.9	Lower	119,419	Red	-70.4	--	--	--	--	--
Latino	6,755	Yellow	-8.6	Higher	1,662,471	Orange	-39.3	--	--	--	--	--
Long-Term English Learner	222	Red	-117.8	Lower	157,332	Red	-109.6	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	12,336	Orange	-34.7	--	--	--	--	--
Socioeconomically Disadvantaged	7,036	Yellow	-8.9	Higher	1,918,343	Orange	-40.9	--	--	--	--	--
Students with Disabilities	672	Red	-105.5	Lower	437,68	Red	-95.6	--	--	--	--	--
Two or More Races	103	Blue	59.4	Higher	136,025	Green	24.3	--	--	--	--	--
White	364	Blue	76.7	Higher	596,977	Green	19.2	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators

Schools Within the Community					State of California			FIN Prep				
2024 California School Dashboard - Mathematics					2024 California School Dashboard - Mathematics			2024 California School Dashboard - Mathematics				
Student Group	Number of Students with Scores Median	Performance Level (Color)	Distance From Standard	SWC to State Comparison	Number of Students with Scores	State Performance Level (Color)	Distance From Standard	Number of Students with Scores	School Performance Level (Color)	Distance From Standard	School to SWC Comparison	School to State Comparison
All Students	8,119	Orange	-109.5	Lower	2,995,905	Orange	-47.6	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	12,709	Orange	-86.6	--	--	--	--	--
Asian	--	--	--	--	305,987	Blue	49.5	--	--	--	--	--
Black or African American	199	Orange	-115.3	Lower	146,687	Red	-102.2	--	--	--	--	--
English Learner	2,254	Orange	-175.9	Lower	788,814	Orange	-93.4	--	--	--	--	--
Filipino	--	--	--	--	68,132	Green	10.4	--	--	--	--	--
Foster Youth	--	--	--	--	16,733	Red	-125.1	--	--	--	--	--
Homeless	63	No Color	-196.5	Lower	128,657	Red	-106.0	--	--	--	--	--
Latino	6,764	Orange	-111.6	Lower	1,686,212	Orange	-79.2	--	--	--	--	--
Long-Term English Learner	223	Orange	-174.6	Lower	156,776	Red	-163.5	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	12,458	Orange	-72.5	--	--	--	--	--
Socioeconomically Disadvantaged	7,049	Orange	-109.5	Lower	1,944,582	Orange	-78.2	--	--	--	--	--
Students with Disabilities	674	Orange	-161.7	Lower	437,276	Red	-124.3	--	--	--	--	--
Two or More Races	103	Green	27.7	Higher	135,850	Yellow	-5.3	--	--	--	--	--
White	364	Green	-5.9	Higher	599,961	Yellow	-10.3	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			FIN Prep				School to State Comparison
2024 California School Dashboard - English Learner Progress Indicator					2024 California School Dashboard - English Learner Progress Indicator			2024 California School Dashboard - English Learner Progress Indicator				
Student Group	Number of English Learner Students	Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Schools Within Community to State Comparison	Number of English Learner Students	State Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	Number of English Learner Students	School Performance Level (Color)	Percentage of English Learners making progress towards English proficiency	School to Schools Within Community Comparison	
English Learners	4,133	Orange	39.9%	Lower	796,176	Orange	45.7%	--	--	--	--	--
Long-Term English Learner	1,604	Orange	44.6%	Lower	235,462	Orange	45.8%	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicator:

Schools Within the Community					State of California			FIN Prep				
2024 Academic Performance - College / Career Indicator					2024 Academic Performance - College / Career Indicator			2024 Academic Performance - College / Career Indicator				
Student Group	Number of Students Median	State Performance Level (Color)	Percentage of prepared students	SWC to State Comparison	Number of Students	State Performance Level (Color)	Percentage of prepared students	Number of Students	State Performance Level (Color)	Percentage of prepared students	School to SWC Comparison	School to State Comparison
All Students	5,121	Green	48.6%	Higher	507,621	Yellow	45.3%	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	2,450	Yellow	28.9%	--	--	--	--	--
Asian	39	No Color	84.6%	Higher	47,918	Blue	74.5%	--	--	--	--	--
Black or African American	--	--	--	--	26,188	Yellow	28.1%	--	--	--	--	--
English Learner	568	Yellow	25.7%	Higher	76,578	Orange	17.2%	--	--	--	--	--
Filipino	--	--	--	--	12,954	Green	67.7%	--	--	--	--	--
Foster Youth	--	--	--	--	5,614	Orange	13.0%	--	--	--	--	--
Homeless	--	--	--	--	37,772	Orange	21.8%	--	--	--	--	--
Latino	4,530	Green	48.7%	Higher	287,174	Yellow	37.4%	--	--	--	--	--
Long-Term English Learner	259	Yellow	28.3%	Higher	55,369	Yellow	16.5%	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	2,214	Orange	34.6%	--	--	--	--	--
Socioeconomically Disadvantaged	4,906	Green	48.1%	Higher	370,710	Yellow	37.4%	--	--	--	--	--
Students with Disabilities	302	Yellow	16.7%	Higher	68,393	Orange	13.5%	--	--	--	--	--
Two or More Races	--	--	--	--	19,232	Yellow	53.7%	--	--	--	--	--
White	89	Red	65.5%	Higher	106,207	Yellow	54.3%	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			FIN Prep				
2024 California School Dashboard - Chronic Absenteeism					2024 California School Dashboard - Chronic Absenteeism			2024 California School Dashboard - Chronic Absenteeism				
Student Group	Number of students enrolled who meet criteria	Performance Level (Color)	Chronic Absenteeism Percentage Median	SWC to State Comparison	Number of students enrolled who met criteria	State Performance Level (Color)	Chronic Absenteeism Percentage	Number of students enrolled who met criteria	School Performance Level (Color)	Chronic Absenteeism Percentage	School to SWC Comparison	School to State Comparison
All Students	4,252	Yellow	21.2%	Higher	4,004,495	Yellow	18.6%	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	17,083	Yellow	30.6%	--	--	--	--	--
Asian	--	--	--	--	404,058	Green	7.5%	--	--	--	--	--
Black or African American	215	Red	44.9%	Higher	197,123	Yellow	31.1%	--	--	--	--	--
English Learner	1,087	Orange	22.8%	Higher	915,502	Yellow	20.1%	--	--	--	--	--
Filipino	--	--	--	--	83,951	Green	9.6%	--	--	--	--	--
Foster Youth	--	--	--	--	25,730	Yellow	30.5%	--	--	--	--	--
Homeless	42	No Color	38.1%	Higher	193,916	Yellow	32.7%	--	--	--	--	--
Latino	2,966	Yellow	20.1%	Lower	2,237,126	Yellow	21.7%	--	--	--	--	--
Long-Term English Learner	183	Red	29.5%	Higher	125,001	Yellow	23.9%	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	16,187	Yellow	32.6%	--	--	--	--	--
Socioeconomically Disadvantaged	3,270	Yellow	22.4%	Lower	2,608,713	Yellow	23.4%	--	--	--	--	--
Students with Disabilities	535	Orange	27.8%	Higher	616,200	Yellow	26.3%	--	--	--	--	--
Two or More Races	154	Green	5.8%	Lower	246,068	Yellow	16.2%	--	--	--	--	--
White	419	Orange	8.1%	Lower	802,899	Yellow	13.5%	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			FIN Prep				
2024 California School Dashboard - Suspension Rate Indicator					2024 California School Dashboard - Suspension Rate Indicator			2024 California School Dashboard - Suspension Rate Indicator				
Student Group	Number of Students Median	Performance Level (Color)	Students suspended at least once Median	SWC to State Comparison	Number of Students	State Performance Level (Color)	Students suspended at least once	Number of Students	School Performance Level (Color)	Students suspended at least once	School to SWC Comparison	School to State Comparison
All Students	28,062	Blue	0.2%	Lower	6,021,915	Green	3.2%	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	26,529	Yellow	7.0%	--	--	--	--	--
Asian	541	Blue	0.0%	Lower	595,552	Blue	1.0%	--	--	--	--	--
Black or African American	1,050	Blue	0.0%	Lower	303,232	Orange	8.4%	--	--	--	--	--
English Learner	6,171	Blue	0.3%	Lower	1,184,673	Green	3.4%	--	--	--	--	--
Filipino	32	Blue	0.0%	Lower	132,528	Green	1.2%	--	--	--	--	--
Foster Youth	31	No Color	0.0%	Lower	39,269	Orange	13.2%	--	--	--	--	--
Homeless	--	--	--	--	286,821	Yellow	5.7%	--	--	--	--	--
Latino	24,013	Blue	0.2%	Lower	3,380,960	Green	3.4%	--	--	--	--	--
Long-Term English Learner	2,217	Blue	0.0%	Lower	300,802	Orange	8.1%	--	--	--	--	--
Native Hawaiian or Pacific Islander	33	Blue	0.0%	Lower	24,983	Green	4.4%	--	--	--	--	--
Socioeconomically Disadvantaged	24,952	Blue	0.2%	Lower	3,919,858	Green	4.0%	--	--	--	--	--
Students with Disabilities	3,664	Blue	0.0%	Lower	903,052	Yellow	5.4%	--	--	--	--	--
Two or More Races	369	Blue	0.0%	Lower	342,270	Green	3.0%	--	--	--	--	--
White	867	Blue	0.0%	Lower	1,215,894	Green	2.6%	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within the Community					State of California			FIN Prep				
2024 Graduation Rate Indicator					2024 Graduation Rate Indicator			2024 Graduation Rate Indicator				
Student Group	Number of Students Median	School Performance Level (Color)	Percentage of graduated students Median	SWC to State Comparison	Number of Students	State Performance Level (Color)	Percentage of graduated students	Number of Students	School Performance Level (Color)	Percentage of graduated students Median	School to SWC Comparison	School to State Comparison
All Students	5,158	Green	93.8%	Higher	517,434	Yellow	86.7%	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	2,504	Yellow	80.1%	--	--	--	--	--
Asian	39	No Color	94.9%	Higher	48,266	Yellow	92.2%	--	--	--	--	--
Black or African American	--	--	--	--	27,002	Orange	79.1%	--	--	--	--	--
English Learner	583	Yellow	73.0%	Lower	79,620	Yellow	77.9%	--	--	--	--	--
Filipino	--	--	--	--	13,046	Blue	95.2%	--	--	--	--	--
Foster Youth	--	--	--	--	5,936	Red	65.7%	--	--	--	--	--
Homeless	--	--	--	--	39,280	Yellow	75.7%	--	--	--	--	--
Latino	4,563	Green	93.6%	Higher	293,952	Green	85.3%	--	--	--	--	--
Long-Term English Learner	293	Green	89.0%	Higher	57,214	Green	80.8%	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	2,260	Orange	83.1%	--	--	--	--	--
Socioeconomically Disadvantaged	4,943	Green	94.4%	Higher	379,711	Yellow	84.4%	--	--	--	--	--
Students with Disabilities	304	Orange	77.6%	Higher	71,002	Yellow	74.4%	--	--	--	--	--
Two or More Races	--	--	--	--	19,495	Yellow	88.3%	--	--	--	--	--
White	90	Yellow	90.3%	Higher	107,494	Yellow	89.2%	--	--	--	--	--

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

2024 Schools Within Community Medians as Compared to State Averages

Student Group	ELA			Math			ELPI			CCI			Chronic Absenteeism			Suspension			Graduation		
	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State	FIN Prep	SWC Median	State
All Students	--	-7.9	-13.2	--	-109.5	-47.6	--	39.9%	45.7%	--	48.6%	42.3%	--	21.2%	18.0%	--	0.2%	3.2%	--	93.8%	86.7%
American Indian or Alaska Native	--	--	-49.0	--	--	-86.6				--	--	28.9%	--	--	20.6%	--	--	7.0%	--	--	80.1%
Asian	--	74.2	60.7	--	--	40.5				--	84.6%	74.5%	--	--	7.5%	--	0.0%	1.0%	--	94.9%	92.2%
Black or African American	--	-32.4	-58.9	--	-115.3	-102.2				--	--	28.1%	--	44.9%	31.1%	--	0.0%	8.4%	--	--	79.1%
English Learner	--	-105.9	-67.6	--	-175.9	-93.4				--	25.7%	17.2%	--	22.8%	20.1%	--	0.3%	3.4%	--	73.0%	77.0%
Filipino	--	--	45.8	--	--	10.4				--	--	67.7%	--	--	9.6%	--	0.0%	1.2%	--	--	95.2%
Foster Youth	--	--	-87.3	--	--	-125.1				--	--	13.0%	--	--	30.5%	--	0.0%	13.2%	--	--	65.7%
Homeless	--	-148.9	-70.4	--	-196.5	-106				--	--	21.8%	--	38.1%	32.7%	--	--	5.7%	--	--	75.7%
Latino	--	-8.6	-39.3	--	-111.6	-79.2				--	48.7%	37.4%	--	20.1%	21.7%	--	0.2%	3.4%	--	93.6%	85.3%
Long-Term English Learner	--	-117.8	-109.6	--	-174.6	-163.5				--	28.3%	16.5%	--	29.3%	23.9%	--	0.0%	8.1%	--	89.0%	80.8%
Native Hawaiian or Pacific Islander	--	--	-34.7	--	--	-72.5				--	--	34.6%	--	--	32.6%	--	0.0%	4.4%	--	--	83.1%
Socioeconomically Disadvantaged	--	-8.9	-40.9	--	-109.5	-78.2				--	48.1%	37.4%	--	22.4%	23.4%	--	0.2%	4.0%	--	94.4%	84.4%
Students with Disabilities	--	-105.5	-95.6	--	-161.7	-124.3				--	16.7%	13.5%	--	27.8%	26.3%	--	0.0%	5.4%	--	77.6%	74.4%
Two or More Races	--	59.4	24.3	--	27.7	-5.3				--	--	52.7%	--	5.8%	16.2%	--	0.0%	3.0%	--	--	88.2%
White	--	76.7	19.2	--	-5.9	-16.3				--	65.5%	54.2%	--	8.3%	13.5%	--	0.0%	2.6%	--	90.3%	89.2%

CA Dashboard Indicator	FIN Prep 2024	SWC All Students Median 2024	State Average 2024
ELA	-- (DFS)	-7.9 (DFS)	-13.2 (DFS)
Math	-- (DFS)	-109.5 (DFS)	-47.6 (DFS)
ELPI	--	39.9%	45.7%
CCI	--	48.6%	45.3%
Chronic Absenteeism	--	21.2%	18.0%
Suspension	--	0.2%	3.2%
Graduation	--	93.8%	86.7%

# **ATTACHMENT C**



# ATTACHMENT D

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
Schools Within Community

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2022-23 CAPACITY	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY
1	1820701	8207	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	544	508	(36)	-7%	548
2	1882301	8823	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	5	E	South Los Angeles CoS	450	470	20	4%	450
3	1862601	8626	Alliance GRM Academy High	2023 S UNION AVE	LOS ANGELES	90007	CSI	6-12	5	S	Manual Arts/Vermont Square CoS	1,010	1,000	(10)	-1%	1,010
4	1882401	8824	Alliance Neuwirth Ldrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	7	E	South Los Angeles CoS	584	614	30	5%	590
5	1768501	7685	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	2	E	Downtown CoS	447	479	32	7%	451
6	1777101	7771	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	5	W	Koreatown/Pico-Union CoS	627	561	(66)	-11%	647
7	1772201	7722	Angelou Community High School	300 E 53RD ST	LOS ANGELES	90011	HS	9-12	7	E	Historic Central Avenue CoS	1,169	1,108	(61)	-5%	1,071
8	1881801	8818	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	5	E	South Los Angeles CoS	650	605	(45)	-7%	650
9	1881701	8817	Animo Ralph Bunche High	1655 E 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	5	E	Historic Central Avenue CoS	625	622	(3)	0%	625
10	1882801	8828	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	5	E	South Los Angeles CoS	600	467	(133)	-22%	600
11	1854301	8543	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	2	E	Downtown CoS	1,369	628	(741)	-54%	1,445
12	1851701	8517	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	474	410	(64)	-14%	467
13	1851601	8516	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	2	E	Downtown CoS	1,395	1,183	(212)	-15%	1,388
14	1871001	8710	Early College Acad *	400 W WASHINGTON BLVD	LOS ANGELES	90015	HS	9-12	5	E	South Los Angeles CoS	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *
15	1755501	7555	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	2	E	MacArthur Park CoS	500	490	(10)	-2%	500
16	1767201	7672	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	1	S	Manual Arts/Vermont Square CoS	500	523	23	5%	500
17	1813201	8132	Foshay Learning Ctr	3751 S HARVARD BLVD	LOS ANGELES	90018	SS	K-12	1	S	Manual Arts/Vermont Square CoS	1,896	1,719	(177)	-9%	1,957
18	1871401	8714	Jefferson High	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	5	E	Historic Central Avenue CoS	885	708	(177)	-20%	892
19	1821601	8216	LA Acad of Arts and Enterprise	1575 W 2ND ST	LOS ANGELES	90026	CSI	6-12	2	E	Downtown CoS	417	282	(135)	-32%	455
20	1877401	8774	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	314	328	14	4%	324
21	1850101	8501	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	5	W	Koreatown/Pico-Union CoS	513	438	(75)	-15%	557
22	1478301	4783	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	TK-12	2	E	MacArthur Park CoS	1,743	1,622	(121)	-7%	1,815
23	1874301	8743	Manual Arts High	4131 S VERMONT AVE	LOS ANGELES	90037	HS	9-12	1	S	Manual Arts/Vermont Square CoS	1,301	1,037	(264)	-20%	1,369
24	1767401	7674	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	1	W	LA Mid-City CoS	532	539	7	1%	532
25	1245801	2458	Matrix for Success Acad	1010 E 34TH ST	LOS ANGELES	90011	CSI	9-12	5	E	South Los Angeles CoS	600	145	(455)	-76%	600
26	1861101	8611	Mendez High	1200 PLAZA DEL SOL	LOS ANGELES	90033	HS	9-12	2	E	Boyle Heights CoS	997	911	(86)	-9%	1,064
27	1761401	7614	Nava College Prep Acad	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	5	E	Historic Central Avenue CoS	725	608	(117)	-16%	785
28	1826001	8260	New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	CSI	1. 6-12 2. 6-12	1. 5 2. 1	1. S 2. S	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1,302	758	(544)	-42%	1,395
29	1778301	7783	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	SS	K-12	5	W	Koreatown/Pico-Union CoS	1,111	980	(131)	-12%	1,141
30	1854401	8544	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	2	E	Downtown CoS	1,302	1,113	(189)	-15%	1,238
31	1871601	8716	Santee Ed Cmplx	1921 S MAPLE AVE	LOS ANGELES	90011	HS	9-12	5	E	South Los Angeles CoS	2,031	1,756	(275)	-14%	2,022
32	1852701	8527	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	482	400	(82)	-17%	469
33	1820601	8206	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	5	W	Koreatown/Pico-Union CoS	563	492	(71)	-13%	619
34	1769201	7692	Synergy Quantum Acad	300 E 53RD ST	LOS ANGELES	90011	CSI	9-12	7	E	Historic Central Avenue CoS	583	544	(39)	-7%	583
35	1778001	7780	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	SS	K-12	5	W	Koreatown/Pico-Union CoS	1,006	944	(62)	-6%	976
36	1759701	7597	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	5	W	Koreatown/Pico-Union CoS	480	484	4	1%	480
37	1874801	8748	West Adams Prep High	1500 W WASHINGTON BLVD	LOS ANGELES	90007	HS	9-12	5	W	Koreatown/Pico-Union CoS	1,234	1,093	(141)	-11%	1,246
<b>TOTAL</b>												<b>30,961</b>	<b>26,569</b>	<b>(4,392)</b>	<b>-14%</b>	<b>31,461</b>

\* Early College Academy is located on the Los Angeles Trade Technical College campus. The enrollment information is not available for Early College Academy due to the school not participating in the

FY 2022-23

Total Count of District and Charter Schools  
Within the Community  
(A) Count Under-Enrolled  
(B) Count Under-Enrolled by 34.83 students  
or more  
% of (B) of (A)  
Average Students of (B)

36  
29  
26  
90%  
(173)

3-Year Average Enrollment Realization Rate  
(District & Charter Schools)  
3-Year Average Enrollment Realization Rate  
(District Schools Only)  
3-Year Average Enrollment Realization Ratio  
Within the Community (Charters Schools  
only)

3-Year Average % of Total Student  
Enrollment Attending District Schools  
Within the Proposed or Existing Community

3-Year Average % of Total Student  
Enrollment Attending Charter Schools

No.	CCC	LOCN	SITE NAME	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2024-25 CAPACITY	2024-25 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	1820701	8207	Academic Leadership Community	459	(89)	-16%	479	395	(84)	-18%
2	1882301	8823	Alliance Dr. Olga Mohan HS	466	16	4%	450	452	2	0%
3	1862601	8626	Alliance GRM Academy High	1,003	(7)	-1%	1,010	1,035	25	2%
4	1882401	8824	Alliance Neuwirth Ldrshp Acad	596	6	1%	595	604	9	2%
5	1768501	7685	Alliance Tajima High	478	27	6%	475	480	5	1%
6	1777101	7771	Ambassador School of Global Leadership	500	(147)	-23%	571	486	(85)	-15%
7	1772201	7722	Angelou Community High School	1,023	(48)	-4%	1,088	983	(105)	-10%
8	1881801	8818	Animo Jackie Robinson	605	(45)	-7%	650	605	(45)	-7%
9	1881701	8817	Animo Ralph Bunche High	566	(59)	-9%	625	530	(95)	-15%
10	1882801	8828	Annenberg High	460	(140)	-23%	600	486	(114)	-19%
11	1854301	8543	Belmont High	685	(760)	-53%	1,220	617	(603)	-49%
12	1851701	8517	Contreras School of Bus & Tourism	362	(105)	-22%	461	402	(59)	-13%
13	1851601	8516	Cortines School of VPA	1,145	(243)	-18%	1,279	1,101	(178)	-14%
14	1871001	8710	Early College Acad *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *
15	1755501	7555	Ednovate - Brio Col Prep	499	(1)	0%	500	496	(4)	-1%
16	1767201	7672	Ednovate - USC Hybrid Col Prep	533	33	7%	500	521	21	4%
17	1813201	8132	Foshay Learning Ctr	1,626	(331)	-17%	1,804	1,532	(272)	-15%
18	1871401	8714	Jefferson High	622	(270)	-30%	713	560	(153)	-21%
19	1821601	8216	LA Acad of Arts and Enterprise	223	(232)	-51%	500	203	(297)	-59%
20	1877401	8774	LA Global Studies	308	(16)	-5%	297	319	22	7%
21	1850101	8501	LA High for the Arts	442	(115)	-21%	553	437	(116)	-21%
22	1478301	4783	Larchmont Chrtr	1,625	(190)	-10%	1,841	1,770	(71)	-4%
23	1874301	8743	Manual Arts High	1,042	(327)	-24%	1,281	1,020	(261)	-20%
24	1767401	7674	Math and Sci College Prep	535	3	1%	532	558	26	5%
25	1245801	2458	Matrix for Success Acad	204	(396)	-66%	600	246	(354)	-59%
26	1861101	8611	Mendez High	783	(281)	-26%	825	704	(121)	-15%
27	1761401	7614	Nava College Prep Acad	621	(164)	-21%	768	607	(161)	-21%
28	1826001	8260	New Designs Chrtr	793	(602)	-43%	1,395	785	(610)	-44%
29	1778301	7783	New Open World Acad	936	(205)	-18%	1,067	904	(163)	-15%
30	1854401	8544	Roybal Lrng Ctr	1,141	(97)	-8%	1,262	1,134	(128)	-10%
31	1871601	8716	Santee Ed Cmplx	1,693	(329)	-16%	1,991	1,608	(383)	-19%
32	1852701	8527	School for Soc Just	359	(110)	-23%	399	328	(71)	-18%
33	1820601	8206	School for the Visual Arts & Humanities	504	(115)	-19%	610	514	(96)	-16%
34	1769201	7692	Synergy Quantum Acad	548	(35)	-6%	583	562	(21)	-4%
35	1778001	7780	UCLA Community School	911	(65)	-7%	965	893	(72)	-7%
36	1759701	7597	University Prep Value High	480	0	0%	480	491	11	2%
37	1874801	8748	West Adams Prep High	972	(274)	-22%	1,108	945	(163)	-15%
				25,748	(5,713)	-18%	30,077	25,313	(4,764)	-16%

\* Early College Academy is located on the Los Angeles Trade Technical College campus.

	FY 2023-24	FY 2024-25
Total Count of District and Charter Schools	36	36
Within the Community		
(A) Count Under-Enrolled	30	28
(B) Count Under-Enrolled by 34.83 students or more	27	26
% of (B) of (A)	90%	93%
Average Students of (B)	(214)	(187)
3-Year Average Enrollment Realization Rate (District & Charter Schools)		84%
3-Year Average Enrollment Realization Rate (District Schools Only)		82%
3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)		87%
3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community		63%
3-Year Average % of Total Student Enrollment Attending Charter Schools		37%

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
LAUSD

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2022-23 CAPACITY
1	1820701	8207	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	544
2	1777101	7771	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	5	W	Koreatown/Pico-Union CoS	627
3	1772201	7722	Angelou Community High School	300 E 53RD ST	LOS ANGELES	90011	HS	9-12	7	E	Historic Central Avenue CoS	1,169
4	1854301	8543	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	2	E	Downtown CoS	1,369
5	1851701	8517	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	474
6	1851601	8516	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	2	E	Downtown CoS	1,395
7	1871001	8710	Early College Acad *	400 W WASHINGTON BLVD	LOS ANGELES	90015	HS	9-12	5	E	South Los Angeles CoS	Not Available *
8	1813201	8132	Foshay Learning Ctr	3751 S HARVARD BLVD	LOS ANGELES	90018	SS	K-12	1	S	Manual Arts/Vermont Square CoS	1,896
9	1871401	8714	Jefferson High	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	5	E	Historic Central Avenue CoS	885
10	1877401	8774	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	314
11	1850101	8501	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	5	W	Koreatown/Pico-Union CoS	513
12	1874301	8743	Manual Arts High	4131 S VERMONT AVE	LOS ANGELES	90037	HS	9-12	1	S	Manual Arts/Vermont Square CoS	1,301
13	1861101	8611	Mendez High	1200 PLAZA DEL SOL	LOS ANGELES	90033	HS	9-12	2	E	Boyle Heights CoS	997
14	1761401	7614	Nava College Prep Acad	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	5	E	Historic Central Avenue CoS	725
15	1778301	7783	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	SS	K-12	5	W	Koreatown/Pico-Union CoS	1,111
16	1854401	8544	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	2	E	Downtown CoS	1,302
17	1871601	8716	Santee Ed Cmplx	1921 S MAPLE AVE	LOS ANGELES	90011	HS	9-12	5	E	South Los Angeles CoS	2,031
18	1852701	8527	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	2	E	MacArthur Park CoS	482
19	1820601	8206	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	5	W	Koreatown/Pico-Union CoS	563
20	1778001	7780	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	SS	K-12	5	W	Koreatown/Pico-Union CoS	1,006
21	1874801	8748	West Adams Prep High	1500 W WASHINGTON BLVD	LOS ANGELES	90007	HS	9-12	5	W	Koreatown/Pico-Union CoS	1,234
											<b>TOTAL</b>	<b>19,938</b>

\* Early College Academy is located on the Los Angeles Trade Technical College campus. The enrollment information is not available for Early College Academy due to the school not participating in the ECAR process (per the

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
LAUSD

No.	CCC	LOCN	SITE NAME	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2024-25 CAPACITY	2024-25 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	1820701	8207	Academic Leadership Community	508	(36)	-7%	548	459	(89)	-16%	479	395	(84)	-18%
2	1777101	7771	Ambassador School of Global Leadership	561	(66)	-11%	647	500	(147)	-23%	571	486	(85)	-15%
3	1772201	7722	Angelou Community High School	1,108	(61)	-5%	1,071	1,023	(48)	-4%	1,088	983	(105)	-10%
4	1854301	8543	Belmont High	628	(741)	-54%	1,445	685	(760)	-53%	1,220	617	(603)	-49%
5	1851701	8517	Contreras School of Bus & Tourism	410	(64)	-14%	467	362	(105)	-22%	461	402	(59)	-13%
6	1851601	8516	Cortines School of VPA	1,183	(212)	-15%	1,388	1,145	(243)	-18%	1,279	1,101	(178)	-14%
7	1871001	8710	Early College Acad *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *	Not Available *
8	1813201	8132	Foshay Learning Ctr	1,719	(177)	-9%	1,957	1,626	(331)	-17%	1,804	1,532	(272)	-15%
9	1871401	8714	Jefferson High	708	(177)	-20%	892	622	(270)	-30%	713	560	(153)	-21%
10	1877401	8774	LA Global Studies	328	14	4%	324	308	(16)	-5%	297	319	22	7%
11	1850101	8501	LA High for the Arts	438	(75)	-15%	557	442	(115)	-21%	553	437	(116)	-21%
12	1874301	8743	Manual Arts High	1,037	(264)	-20%	1,369	1,042	(327)	-24%	1,281	1,020	(261)	-20%
13	1861101	8611	Mendez High	911	(86)	-9%	1,064	783	(281)	-26%	825	704	(121)	-15%
14	1761401	7614	Nava College Prep Acad	608	(117)	-16%	785	621	(164)	-21%	768	607	(161)	-21%
15	1778301	7783	New Open World Acad	980	(131)	-12%	1,141	936	(205)	-18%	1,067	904	(163)	-15%
16	1854401	8544	Roybal Lrng Ctr	1,113	(189)	-15%	1,238	1,141	(97)	-8%	1,262	1,134	(128)	-10%
17	1871601	8716	Santee Ed Cmplx	1,756	(275)	-14%	2,022	1,693	(329)	-16%	1,991	1,608	(383)	-19%
18	1852701	8527	School for Soc Just	400	(82)	-17%	469	359	(110)	-23%	399	328	(71)	-18%
19	1820601	8206	School for the Visual Arts & Humanities	492	(71)	-13%	619	504	(115)	-19%	610	514	(96)	-16%
20	1778001	7780	UCLA Community School	944	(62)	-6%	976	911	(65)	-7%	965	893	(72)	-7%
21	1874801	8748	West Adams Prep High	1,093	(141)	-11%	1,246	972	(274)	-22%	1,108	945	(163)	-15%
				16,925	(3,013)	-15%	20,225	16,134	(4,091)	-20%	18,741	15,489	(3,252)	-17%

\* Early College Academy is located on the Los Angeles Trade Technical Coll

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
Charter

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2022-23 (Enrollment Roll- Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under- Enrollment	% Over-(Under- ) Enrollment
1	1882301	8823	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	5	E	South Los Angeles CoS	450	470	20	4%
2	1862601	8626	Alliance GRM Academy High	2023 S UNION AVE	LOS ANGELES	90007	CSI	6-12	5	S	Manual Arts/Vermont Square CoS	1,010	1,000	(10)	-1%
3	1882401	8824	Alliance Neuwirth Ldrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	7	E	South Los Angeles CoS	584	614	30	5%
4	1768501	7685	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	2	E	Downtown CoS	447	479	32	7%
5	1881801	8818	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	5	E	South Los Angeles CoS	650	605	(45)	-7%
6	1881701	8817	Animo Ralph Bunche High	1655 E 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	5	E	Historic Central Avenue CoS	625	622	(3)	0%
7	1882801	8828	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	5	E	South Los Angeles CoS	600	467	(133)	-22%
8	1755501	7555	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	2	E	MacArthur Park CoS	500	490	(10)	-2%
9	1767201	7672	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	1	S	Manual Arts/Vermont Square CoS	500	523	23	5%
10	1821601	8216	LA Acad of Arts and Enterprise	1575 W 2ND ST	LOS ANGELES	90026	CSI	6-12	2	E	Downtown CoS	417	282	(135)	-32%
11	1478301	4783	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	TK-12	2	E	MacArthur Park CoS	1,743	1,622	(121)	-7%
12	1767401	7674	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	1	W	LA Mid-City CoS	532	539	7	1%
13	1245801	2458	Matrix for Success Acad	1010 E 34TH ST	LOS ANGELES	90011	CSI	9-12	5	E	South Los Angeles CoS	600	145	(455)	-76%
14	1826001	8260	New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	CSI	1. 6-12 2. 6-12	1. 5 2. 1	1. S 2. S	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1,302	758	(544)	-42%
15	1769201	7692	Synergy Quantum Acad	300 E 53RD ST	LOS ANGELES	90011	CSI	9-12	7	E	Historic Central Avenue CoS	583	544	(39)	-7%
16	1759701	7597	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	5	W	Koreatown/Pico-Union CoS	480	484	4	1%
											<b>TOTAL</b>	<b>11,023</b>	<b>9,644</b>	<b>(1,379)</b>	<b>-13%</b>

Future is Now Career Technical Education Preparatory Schools Within Community List with Enrollment Data  
Charter

No.	CCC	LOCN	SITE NAME	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over- (Under-) Enrollment	2024-25 (Enrollment Roll- Out Plan Per Petition)	2024-25 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) ) Enrollment
1	1882301	8823	Alliance Dr. Olga Mohan HS	450	466	16	4%	450	452	2	0%
2	1862601	8626	Alliance GRM Academy High	1,010	1,003	(7)	-1%	1,010	1,035	25	2%
3	1882401	8824	Alliance Neuwirth Ldrshp Acad	590	596	6	1%	595	604	9	2%
4	1768501	7685	Alliance Tajima High	451	478	27	6%	475	480	5	1%
5	1881801	8818	Animo Jackie Robinson	650	605	(45)	-7%	650	605	(45)	-7%
6	1881701	8817	Animo Ralph Bunche High	625	566	(59)	-9%	625	530	(95)	-15%
7	1882801	8828	Annenberg High	600	460	(140)	-23%	600	486	(114)	-19%
8	1755501	7555	Ednovate - Brio Col Prep	500	499	(1)	0%	500	496	(4)	-1%
9	1767201	7672	Ednovate - USC Hybrid Col Prep	500	533	33	7%	500	521	21	4%
10	1821601	8216	LA Acad of Arts and Enterprise	455	223	(232)	-51%	500	203	(297)	-59%
11	1478301	4783	Larchmont Chrtr	1,815	1,625	(190)	-10%	1,841	1,770	(71)	-4%
12	1767401	7674	Math and Sci College Prep	532	535	3	1%	532	558	26	5%
13	1245801	2458	Matrix for Success Acad	600	204	(396)	-66%	600	246	(354)	-59%
14	1826001	8260	New Designs Chrtr	1,395	793	(602)	-43%	1,395	785	(610)	-44%
15	1769201	7692	Synergy Quantum Acad	583	548	(35)	-6%	583	562	(21)	-4%
16	1759701	7597	University Prep Value High	480	480	0	0%	480	491	11	2%
				<b>11,236</b>	<b>9,614</b>	<b>(1,622)</b>	<b>-14%</b>	<b>11,336</b>	<b>9,824</b>	<b>(1,512)</b>	<b>-13%</b>

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE  
NEW CHARTER PETITION FOR  
FUTURE IS NOW CAREER TECHNICAL EDUCATION PREPARATORY  
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT 195-24/25

Date: February 11, 2025

**I. BACKGROUND**

On November 13, 2024, Future is Now Career Technical Education Preparatory (“Proposed Charter School,” “Petitioner” or “FIN Prep”) submitted a petition (“Petition”) along with supporting materials to the Los Angeles Unified School District (“LAUSD” or “District”) seeking to establish a new independent charter school to operate within the geographic boundaries of LAUSD. The Petition proposes to serve 125 students in grade 9 in the first year and up to 525 students in grades 9-12 by the fifth year of Proposed Charter School’s operations. Proposed Charter School seeks to serve students in the community of South Los Angeles, in and around ZIP code 90015, which is served by Board District 5, and Region East. The Petition proposes a five-year term from July 1, 2025 to June 30, 2030. (See Exhibit 1, F IN Prep Petition.)

Pursuant to the Charter Schools Act (Ed. Code, § 47600 et seq.) and the adopted LAUSD Policy and Procedures for Charter Schools (“District policy”), within 60 days of receipt of the new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b). Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition, unless the parties mutually agree to extend the timeline by an additional 30 days. Petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) The District will publish the Superintendent’s recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

Based on Staff’s review of the Petition and supporting materials, the District has substantial concerns with the Petition application, as presented. The discussion below outlines the applicable law and standards and criteria for evaluating new petitions and analysis concerning whether the Petitioners’ request to establish a new independent charter school within LAUSD’s boundaries satisfies the requirements under the Charter Schools Act and District policy.

## **II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY FOR EVALUATING NEW PETITIONS**

In determining whether to grant or deny a new charter petition, the LAUSD Board must carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of pupils the school proposes to serve. (See Ed. Code, § 47605(c); see also, 5 C.C.R. §11967.5.1.) The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
- (3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)
- (4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)
- (5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)
- (6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
- (8) LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).)

## **III. BASIS OF FINDINGS OF FACT AND STAFF RECOMMENDATION**

Based on a comprehensive review of the Petition, its supporting materials submitted along with the Petition and other publicly available information, Staff recommends that the LAUSD Board of Education deny Proposed Charter School's Petition and adopt these Findings of Fact in Support

of Denial of the New Charter Petition for Future Is Now Career Technical Education Preparatory based on the following grounds:

- The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- The Petition does not contain reasonably comprehensive descriptions of all required elements; and
- Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

The analysis below contains the findings assessing the sufficiency of the Petition. Staff identified multiple areas of concern, and for the reasons set forth in more detail below, recommends **denial** of the Petition. Please note that, while these findings of fact have been grouped in order to provide coherence and facilitate reading, certain findings may support more than one ground for denial.

**A. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition**

In evaluating whether the petitioners are demonstrably likely or unlikely to successfully implement the program set forth in the charter petition,<sup>1</sup> the LAUSD Board will assess a variety of factors, including but not limited to:

- Petitioners' past history of involvement in charter schools or other education agencies (public or private), as one the chartering agency would regard as unsuccessful.
- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school.
- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.
- Insurance (e.g., general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.
- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

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<sup>1</sup> The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. (See 5 C.C.R. § 11967.5.1.)

- The petitioners’ background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioners’ plan to secure the services of individuals who have the necessary background and experience in these areas.

## **1. Petitioners’ Recent Lack of Compliance with and Closure of Los Angeles County-Authorized Charter School**

As shown below, the Petitioners’ most recent involvement in a Los Angeles-area charter school project raises significant concerns about the likelihood of success and compliant operations with the proposed charter school.

- The lead petitioner for this petition was the lead petitioner on a county-wide charter authorized by Los Angeles County Board of Education (LACBOE) on July 1, 2020, with specific conditions to be met by the Future is Now Preparatory (FIN).
- Per the August 27, 2021, LACBOE Board materials, LACBOE rescinded authorization of the charter due to the petitioner’s lack of meeting some of the conditions (e.g., evidence of recruitment efforts and enrollment of 180 prospective students, revised 2020-2021 budget). In addition to not meeting some of the conditions, LACBOE noted the following: “on July 28, 2021 (on September 30, 2020, FIN submitted notification that they were delaying opening for the 2020-2021 school year per SB 98), the school confirmed they had no students enrolled nor any students who had indicated they intended to enroll for the 2021-2022 school year at either site.” (See Exhibit 2, LACBOE Board Materials, August 27, 2021.)
- Based on the information and documents obtained from LACOE relating to FIN’s closure procedures (See Exhibit 3, LACBOE memorandum, dated August 19, 2022), Future is Now Schools-Los Angeles did not appear to have submitted a final close-out audit following FIN’s rescission or closure, as required under the Monitoring and Oversight Memorandum of Understanding (MOU) signed between LACOE and FIN, and the applicable law cited under the “4.6 Closure Procedures” section within this MOU. (See Exhibit 2, LACBOE Board Materials, August 27, 2021.)
- In response to a recent District inquiry, on December 17, 2024, LACOE further confirmed that they did not receive a final close-out audit from FIN. LACOE stated that after closure, FIN stopped communication with LACOE. (See Exhibit 4, LACOE’s email communication dated December 17, 2024.)

## **2. Petitioners’ Delinquent Filing with California Secretary of State**

As of the writing of this report, upon Staff’s review of the California Secretary of State’s (“SOS”) website, Staff became aware that Future is Now Schools-Los Angeles’ corporate status is considered active, but the required Statement of Information filing is outstanding and past due (with a past due date of March 31, 2022). SOS’ website states, “Failure to file the required Statement of Information with the Secretary of State as outlined in statute may

result in penalties being assessed by the Franchise Tax Board and suspension or forfeiture.” As such, Future is Now Schools-Los Angeles’ failure to timely comply with the reporting requirements that apply to nonprofit corporations raises concerns that the Petitioner chose not to comply with, or is unfamiliar with, specified legal requirements. (See Corp. Code, § 5008.6.)

### **3. Petitioners Submitted an Insufficient Financial Plan for Proposed Charter School**

Although Petitioners included a signed Certificate of Completeness with the application, FIN Prep failed to provide a financial plan and supporting documentation/information to the District so that it may assess the adequacy of the proposed budget.<sup>2</sup> As a result, there is no foundation for Staff to evaluate the reasonableness of the Petitioners’ proposed budget and its financial feasibility required to support the school’s educational program and operations. (See Exhibit 5, Budget.) For example, Petitioners did not provide the following information as part of a financial plan:

- Budget assumptions
  - Projected class size based on different levels
  - Projected Average Daily Attendance (ADA) percentage
  - Local Control Funding Formula (LCFF) funding rates (including unduplicated pupil percentage)
  - Estimated average certificated salaries & benefits by category with the details of the number of positions and Full-Time Equivalent (FTE) calculations (e.g., teachers, etc.)
  - Administration salaries & benefits with the details of the number of positions and FTE calculations (e.g., Executive Director, Principal, Assistant Principal, etc.)
  - Other salaries & benefits with the details of the number of positions and FTE (e.g., custodian, office/clerical staff, teacher assistants, etc.)
- Projected staffing positions – The positions listed in the Organizational Chart in Element 4 and under Element 5 are not reflected in the budget submitted with Proposed Charter School’s new petition application. As stated above, Proposed Charter School did not provide budget assumptions, which included the payroll assumptions.
- The 5-year month-to-month cash flow projections (Fiscal Years 2025-2026 through 2029-2030)
- Support for grants – Although a summary of grants was included in FIN Prep’s budget as reflected in the table below, no award letters, executed documentation (e.g., signed and dated grant agreements, etc.), or financial records (e.g., bank statements, etc.) were

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<sup>2</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025).

provided to verify that these grants have been received or secured. Of the \$3.9 million in grants listed by Proposed Charter School, as shown in the table below, \$250,000 was noted as received for a planning grant from the “Broad Foundation.” However, no financial records (e.g., bank statements) were submitted to verify the receipt of these funds.

Organization	Grant	Amount	Status
Broad Foundation	Planning Grant	\$250,000	Received (Oct-24)
Charter School Growth Fund	Seed Funding	\$750,000	Applying
Charter School Growth Fund	Scaling Funding	\$750,000	Applying
New Schools Venture Fund	Innovative Schools	\$250,000	Applying
Public Charter School Grant Program	Planning Subgrant	\$800,000	Applying
Public Charter School Grant Program	Implementation Subgrant	\$900,000	Applying
Public Charter School Grant Program	Supplemental	\$200,000	Applying
DOL Grants	Training		Applying
High Roads Grants	Training		Applying
	<b>Total</b>	<b>\$3,900,000</b>	

- Support for the projected private funds – The 5-year budget submitted with the new petition application reflects projected revenues from LCFF, State Grants, Federal Grants, and Private Grants. FIN Prep is projected to receive private funds of \$2.0M, \$2.0M, \$2.5M, \$2.5M, and \$3.0M for Fiscal Years 2025-2026 through 2029-2030, respectively, amounting to a total of \$12.0M. However, no supporting evidence or documentation, such as signed executed agreements, commitment letters, or award letters, was provided for these projected funds in Proposed Charter School’s budget.

#### 4. Petitioners Submitted a Petition with Outdated and Inaccurate Information

As demonstrated below and by way of examples, the Petitioners submitted a Petition with content that is outdated and inaccurate, despite having signed a Certification of Completeness (dated November 13, 2024), and this undermines the Petitioners’ plan for Proposed Charter School to operate its program in the manner proposed.

- The Petition Contains Outdated Information
  - The Petition contains content from a petition previously submitted to the Los Angeles County Office of Education (LACOE) in 2020. For example:
    - Page 21 of the Petition states, “As described herein, FIN CTE Prep shall offer personalized instructional services for a vulnerable, at-risk student population that are not generally provided by a county office of education.”

- When describing the responsibilities of the board of directors, page 141 of the Petition states, “Approve charter amendments as necessary and submit requests for material revisions as necessary to the County Board for consideration.”
  - Page 213 of the Petition references the “county office of education” instead of LAUSD: “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.”
- Inaccurate Academic Calendar and Schedules
  - Page 103 of the Petition provides a total of 276 instructional days. A typical calendar year has approximately 260 weekdays. The Petition application does not describe how the proposed charter school would meet 276 instructional days.
  - Page 103 of the Petition includes 20 minimum days that are not included in Proposed Charter School’s academic calendar.
  - Page 101 of the Petition has the submission of a Sample Bell Schedule for a middle school, even though Proposed Charter School would only serve high school.
  - Page 102 of the Petition includes a Distance Learning Schedule through Zoom for periods 1-6, but there is no description of a distance learning program mentioned anywhere else in the Petition. Even if distance learning was referenced in the Petition, the Petitioners fails to explain how such educational model or design is consistent with Education Code section 47612.7 in its prohibition against new charter schools from offering non-classroom-based instruction. (Ed. Code, § 47612.7.)
- Petitioners Reference both Affiliated and Independent Charter School Models
  - Petitioners submitted a Community Impact Assessment for that of an affiliated charter school even though Petitioners’ new petition seeks to establish an independent charter school. (See Exhibit 7, FIN Prep CIA.)
  - At the December 10, 2024 LAUSD Board of Education meeting, Petitioner presented information at the initial public hearing in support of an affiliated charter school, as opposed to an independent charter school, which Petitioners seek to establish through the Petition.
  - Petitioners submitted a letter dated March 30, 2023 from International Brotherhood of Electrical Workers (IBEW) in support of an “affiliated charter” not a new start-up independent charter school. (See Exhibit 8, IBEW Local 11 Letter of Support.)

**B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of all of the Fifteen Elements Set Forth in Education Code**

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being

proposed.<sup>3,4</sup> The Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below. (See Exhibit 1, FIN Prep Petition.)

## **1. Description of Proposed Charter School's Educational Program (Element 1)**

**The Petition does not contain a reasonably comprehensive description of the charter school's educational program.**

The Petition lacks a reasonably comprehensive description of key components of its educational program, including but not limited to the following:

The Petition lacks clarity as to the educational program to be provided by Proposed Charter School and does not address all student groups in the LCFF table. The Petition inconsistently refers to the grade levels proposed to be served. As seen in the following:

- Includes grades 9-12 as its grade configuration under General Information (p. 12).
- Includes an enrollment plan that identifies grades 9-12 page (p. 38).
- References middle school grades in the LCFF table. (p. 50).
- References a Minimum Day Schedule for a middle school (p. 101).
- References "Future is Now Middle School Collaboration. (p. 106)"
- Additionally, the LCFF table does not address the English Learner student group.

Further, the Petition contains an incomplete and inconsistent Enrollment Plan. For example, the Petition's Enrollment Plan lacks the projected enrollment for Year 5 (Fiscal Year 2029-2030) of Proposed Charter School's proposed term, and the enrollment projection for Year 4 (Fiscal Year 2028-2029) of the proposed term is listed as 525, which is inconsistent with the 500 students projected in Proposed Charter School's submitted budget for the corresponding year. (p.38.) (See Exhibit 5, Budget.)

The above inaccuracies and failure to include all items of the Petition calls into question the offering of Proposed Charter School's instructional program, and also raises concerns about whether the petitioning team is demonstrably likely to successfully implement the proposed instructional program.

## **2. Description of Proposed Charter School's Governance Structure (Element 4)**

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<sup>3</sup> The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. (See Title 5 California Code of Regulations, section 11967.5.1.)

<sup>4</sup> Annually, consistent with the Charter Schools Act, the LAUSD Charter Schools Division publishes a District New Independent Charter School Petition Application Guide to provide Petitioners with clear information, guidelines, and expectations of what should be included in a charter school petition application. (See Ed. Code, § 47605; see also Exhibit 6, New Independent Charter School Petition Application Guide for 2024-2025.)

**The Petition does not contain a reasonably comprehensive description of Charter School's governance structure.**

- The Petition does not provide a reasonably comprehensive description of how Proposed Charter School will ensure stakeholder involvement for reasons including the following:
  - The Petition does not describe the means by which Proposed Charter School will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update.
  - The Petition does not describe the process by which Proposed Charter School will consult with parents and teachers regarding its educational program.
  - The Petition does not describe the composition, selection, and operating procedures for parent organizations or committees, if any.
- The Petition does not provide reasonably comprehensive governing board's decision-making procedures for reasons including the following:
  - The Petition does not describe abstention/recusal and teleconferencing participation requirements.

**3. Admissions Policies and Procedures (Element 8)**

- The Petition does not describe how Proposed Charter School will recruit and reach out to students with a history of low academic performance, Socioeconomically Disadvantaged students, and Students with Disabilities.
- The Petition does not describe open enrollment period(s) or timeline, and related enrollment procedures.
- The Petition's enrollment preferences do not give priority to pupils who reside within LAUSD. (Ed. Code, §47605(e)(1).)

**4. Suspension and Expulsion Procedures (Element 10)**

- The Petition does not describe how Proposed Charter School will monitor its student behavior data.
- The Petition does not address the following regarding in-school suspensions:
  - Whether and how Proposed Charter School will authorize and implement in-school suspensions, including:
  - Where the student(s) will be serving the suspension on-campus;
  - Who will be supervising the student(s);
  - How the student(s) will receive instruction during the suspension;
  - Any supports that will be made available to the student(s) during this the suspension period;
  - Describe how the student's family (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) will be

notified of an in-school suspension and what information will be provided to them;

- Specify the maximum number of days of in-school suspension per incident and in one academic year;
- The Petition does not provide an assurance that the process for investigating incidents and collecting evidence will be fair and thorough.
- The Petition does not address how Proposed Charter School will provide the student and parent/family (and foster youth representatives, if applicable) adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights.
- The Petition does not address how and when the decision-making authority will hear and decide the outcome of an expulsion recommendation, including the provision of a meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support.
- The Petition is not clear regarding 10 days suspension law for students with IEPs.

**C. Proposed Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate**

Pursuant to Education Code section 47605(c)(7), the LAUSD Board may adopt findings of fact that, “[t]he charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.” Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- The extent to which the proposed charter school would substantially undermine existing services, academic offerings or programmatic offerings; and
- Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

Staff analyzed whether Proposed Charter School is demonstrably likely or unlikely to serve the interests of the entire community in which it proposes to locate. Staff’s analysis includes consideration of the fiscal impact of Proposed Charter School. Staff analyzed specific facts and circumstances and considered the factors identified above.

Based on Staff’s analysis of the Petition and the Petitioner’s Community Impact Assessment, consistent with how best to meet the educational needs of all students, the below findings demonstrate that Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Staff examines the reasonableness and comprehensiveness of the Petitioner’s Community Impact Assessment. Moreover, Staff also analyzes the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available. In addition, Staff analyzes the impact of the charter school to existing District schools’ proposed programs that are in the planning stages or will commence the same academic year as the petitioning charter school.

### **1. Proposed Charter School Undermines/Impacts Existing Services, Academic Offerings or Programmatic Offerings by the District**

As outlined below, Proposed Charter School would substantially undermine/impact existing services, academic offerings, or programmatic offerings in the proposed targeted community.

#### **b. Fiscal Impact on the District Schools and Charter Schools in the Proposed Community**

Proposed Charter School must be analyzed in terms of whether it has a fiscal impact to existing District schools in the proposed target community. Staff’s evaluation of the fiscal impact of the Petition includes, but is not limited to, the following factors:

- (1) Analysis of estimated total revenue losses for existing District schools; and
- (2) Review of estimated impacts to staff positions for the District’s services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District’s schools in the proposed community (e.g., use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current).

If the Petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

Staff’s fiscal impact analysis is calculated based on multiple sourced assumptions<sup>5</sup> to provide a projection of Proposed Charter School’s potential fiscal impact, collectively, to existing District and charter schools in the proposed target community.

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<sup>5</sup> Staff’s assumptions and analysis utilized in the Fiscal Impact section are primarily based on the following sources: (1) Percentage of students that attend District schools (approximately 63%) and charter schools (approximately 37%) in the proposed community; (2) Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment rollout) for the charter schools in the proposed community in the most three recent years, which is approximately 87% from Fiscal Years 2022-2023 through 2024-2025. Please see attached Future is Now Career Technical Education Preparatory Schools within the Community List with Enrollment Data; (3) Per Pupil Revenue Rate, which is \$24,349 in the 2024-2025 academic school year based on LAUSD’s “Preliminary Budget 2024-25” ([Link](#)); and (4) District school attendance rate of approximately 89% representing the 3-year cumulative average ADA from 2021-2022 through 2023-2024 based on LAUSD’s “Preliminary Budget 2024-25” ([Link](#)).

Based on the Petitioners' projected enrollment—125 students in Fiscal Year 2025-2026, increasing to 525 students by the end of the proposed charter term (i.e., Fiscal Year 2029-2030)—the estimated total revenue loss for the District's schools could be \$1,489,712 in Fiscal Year 2025-2026, increasing to \$6,256,792 in Fiscal Year 2029-2030 and amounting to \$21,153,915 over the period of the proposed charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$33,577,642 over the period of the proposed charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R. § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Further, and using the same assumptions and the most current District Norms tables (staffing ratios by grade spans), it is also projected that correlative District staff impacts will result based on the Petitioners' projected enrollment. For example, the projected staff impact, collectively, for the District schools within the proposed target community could be two (2) teachers for Fiscal Year 2025-2026 and eight (8) teachers by Fiscal Year 2029-2030.

Based on the above analysis, the Petitioners' new petition application, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

## **2. Proposed Charter School Duplicates Programs Currently Offered in the District**

The Petitioner is required to assess the duplication of existing programs currently offered by existing schools in LAUSD, as a whole. Such assessment must consider how the Charter School's proposed program would duplicate the current program offerings of existing schools. The enrollment trend analysis would inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the community where Proposed Charter School proposes to locate.

As part of the analysis to determine if the proposed Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is proposing to locate, Staff reviewed the programs in the community for duplication. The Petitioners asserted in its Community Impact Assessment that the following programs are not duplicative in the proposed community:

- Schools working in partnership with a trade union and dedicate to the development of both career readiness and university preparation
- Career Technical Education pathways aligned with an electrician union
- FINS-LA Personalized Learning Plan Template

The District assessed the 21 District schools that serve a similar grade level and are located in the proposed community. The majority of the District schools within the community offer varying CTE courses. These schools offer a variety of CTE pathways, including, but not limited to Arts, Media, and Entertainment Design; Engineering and Architecture; Building and Construction Trades; Transportation-System Diagnostic and Service; Information and Communication Technologies; Health Science and Medical Technology; Public Services-Public Safety; Business

and Finance; and Entrepreneurship/Self Employment. Thus, a duplication of programs exist in the proposed community. (See Exhibit 9, LAUSD List of CTE Schools.)

While Petitioners identified a partnership with IBEW as a way to offer Electric courses in its educational program, Petitioners did not provide current information regarding the nature and scope of this partnership with IBEW in support of an independent charter school; therefore, Staff is unable to assess how this partnership supports FIN Prep's educational program and thereby determine whether it is duplicative or not.

Moreover, the District currently operates a high school (Early College Academy) on the campus of Los Angeles Trade-Technical College. Per District's Strategic Enrollment and Planning Office, "Early College Academy was designed in partnership with Los Angeles Trade Tech College as a college preparatory focused program for students in the surrounding community to graduate with both a high school diploma and concurrently take courses towards an AA degree, transfer to a four-year university, or obtain a skills certificate." Early College Academy students and any student from any high school can fill out a Los Angeles Community College District Supplemental Application for Admissions of Students in Grades K-12 and take courses at LA Trade Tech College in the following:

- Degree-Applicable/Advanced Scholastics: courses applicable towards a two-year or four-year degree or course beyond the scope of a high school's program.
- Vocational Training: any course in any vocational field (e.g., Architecture, Automotive, Cosmetology, Electrical, etc.)
- Noncredit Courses: open entry/exit courses that do not carry any college unit credit intended for personal enrichment.

Petitioners submitted a sample template to track student progress as evidence of a nonduplicative instructional program. (See Exhibit 10, FINS-LA Personalized Learning Plan Template.)

However, tracking student progress using an organizing template is used by most, if not all, high schools within the community to track student graduation and A-G progress.

Based on the Petitioners' Community Impact Assessment and Staff analysis, there is duplication of existing programs, and the existing programs have sufficient capacity for the students proposed to be served by the Petitioners. Please see Staff's enrollment trend analysis below.

### **3. Enrollment Trends of the Existing District and Charter Schools in the Proposed Community**

Pursuant to District policy, Staff considered the enrollment trends of the existing District schools and charter schools in the proposed targeted community, including whether District and charter schools in the community are at, under, or over their enrollment target or capacity.

Staff's review of the 2024-2025 Norm Enrollment data provided by the Office of Master Planning and Demographic (MPD) and the District Attendance and Enrollment Unit reveals that 28 of the 37 existing District and charter schools within the proposed community where the Petitioners propose to locate were under-enrolled in comparison to their current capacity or projected enrollment. Moreover, the 2024-2025 enrollment data show that the majority of schools within the proposed community were under-enrolled by an average of 187 students; 26 schools under-

enrolled by approximately 35 students or more represent 93% of the under-enrolled schools.<sup>6</sup> Enrollment data from Fiscal Years 2022-2023 and 2023-2024 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled for both school years. The schools that were under-enrolled by approximately 35 students or more represented 90% of the under-enrolled schools for both Fiscal Years 2022-2023 and 2023-2024.

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e., staffing a class), which indicates prevalent under-enrollment. (See Exhibit 11, Future is Now Career Technical Education Preparatory Schools within the Community List with Enrollment Data.)

#### **4. Lack of Evidence of Community Engagement**

Petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community in which the proposed new charter school seeks to locate.

Based on Staff's analysis of the evidence provided as proof of community engagement, there is no/limited evidence of FIN Prep engaging the following stakeholders (See Exhibit 7, FIN Prep CIA):

- Parents in the community
- Existing public schools (LAUSD and Charter)
- Neighborhood councils
- Community-based organizations
- Elected representatives
- Region and Community of Schools leadership
- LAUSD Board of Education member(s)

In addition, the Petitioners provides limited evidence of using various communication media to reach diverse constituencies and provide no recent record of outreach efforts and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, etc.) for a new start-up independent charter school. The Petitioners submitted a Community Impact Assessment template for a New Affiliated Charter, documents submitted are from 2023, with the majority stating their support of an affiliated charter school. Moreover, the Petitioners did not provide a summary of the responses received from stakeholders. The sources of evidence provided to demonstrate community engagement are:

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<sup>6</sup> As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 34.83:1 in District senior high schools ([Link to District Senior High Schools Staffing Ratios for Fiscal Year 2024-25](#))). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community. Among other considerations, this analysis may help determine if a proposed new charter school or a material revision request has a substantially undermining impact to the existing District and charter schools.

- A one-page flyer in English
- A slide deck in English
- Three letters of support from 2023 (two indicate support for an affiliated charter school)

## **5. Proposed Charter School Presents a Limited Facilities Plan**

The Petitioners provided the District with a letter where Los Angeles Trade Technical College (LATTC) expressed an interest in sharing a campus with Proposed Charter School. (See Exhibit 12, LATTC Letter, dated April 19, 2023.) Aside from the LATTC letter, Proposed Charter School has provided no further information about potential use of this proposed shared site. The Petition also indicates that Petitioners are “working with experienced realtors, developers, and financiers to identify and secure an alternative facility to start while waiting for options from the school district.” (See Exhibit 1, FIN Prep Petition.) The Petitioners provided no additional information concerning this proposed alternative site. As such, the District cannot assess whether Petitioners’ facilities plan serves the interests of the entire community.

## **IV. CONCLUSION**

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (c), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. The recommendation for denial is based on Staff findings that: (1) Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Petition; (2) the Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements; and (3) Proposed Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Should the Board decide to deny the Petition, Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board adopt these Findings of Fact in accordance with the statutory grounds for denial and deny the Petition for the establishment of Proposed Charter School.

Exhibits available for perusal at the following link:

[https://drive.google.com/drive/folders/10x\\_ux0f\\_01ZvxW3HfP\\_-NM2w8EMLuXQ?usp=drive\\_link](https://drive.google.com/drive/folders/10x_ux0f_01ZvxW3HfP_-NM2w8EMLuXQ?usp=drive_link)

**ATTACHMENT F**  
**Community Impact Assessment Template for**  
**New Affiliated (Start-Up and Conversion) Charter Schools**

**Instructions for Completing this Community Impact Assessment Template for New (Start-Up and Conversion) Affiliated Charter Schools**

Per the LAUSD Policy and Procedures for Charter Schools, “To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education’s website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment.”

**Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the New Affiliated Petition application for consideration by the LAUSD Board of Education).**

As part of the petitioner’s digital submission of the new affiliated charter school petition application, please create a folder titled “TAB 6- Community Impact Assessment” for start-up affiliated schools or “TAB 11 - Community Impact Assessment” for conversion affiliated schools and include this completed template the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., “Section 1 Evidence”, “Section 2 Evidence”, etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include a narrative response to a question, as well as a separate area to list all evidence supporting the assertions in the narrative response.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the “Citation” column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder on the flash drive
- **Description of Evidence:** A brief description of the evidence.

\*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the Narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the “Citation” column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

evidence supports statement in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

[Statement asserted by the petitioner] (1.2). [Statement asserted by the petitioner] (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation item(s) accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Please note that “**community**” and “**identified geographical area**” are defined as follows in the LAUSD Policy and Procedures for Charter Schools:

“For purposes of this Policy and Procedures, a ‘community’ includes families and individuals who reside, work, and/or serve in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.”

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the LAUSD Policy and Procedures for Charter Schools.

Note: This document is subject to change.

For additional reference, please review the LAUSD Policy and Procedures for Charter Schools.

Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools

# COMMUNITY IMPACT ASSESSMENT TEMPLATE

GENERAL INFORMATION	
Name of Proposed Charter School (Include current name if submitting as a conversion affiliated charter school.)	FIN CTE PREP
Proposed location (street address, city, and zip code)	400 W. Washington Blvd. Los Angeles, CA 90015
LAUSD Community of Schools	South Los Angeles
LAUSD Board District	1
LAUSD Local District	West/East/Central
Grade Levels Requested	9-12
Enrollment Capacity by the last year of the term (as reflected in the petition)  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	525

SECTION 1:	
IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL	
NARRATIVE	
a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition).	
<p><b>FIN CTE Prep is a neighborhood charter school located at 400 West Washington Blvd. Los Angeles, CA 90015 that is designed to serve resilient youth in grades 9-12 whose significant needs have not been met in the community through CTE programming.</b> According to the California Department of Education’s website, the school is located in an area where the majority of the student population is classified as socioeconomically disadvantaged, with 90% of students identified as belonging to a racial or ethnic minority group. Furthermore, 18% of students in the area were identified as English Learners (EL) in the 2022-23 school</p>	

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

year. The school is also located in an area where there are a high number of homeless and foster youth. According to LAUSD OpenData and LA School Report, as of the 2023-24 school year, there were over 6,000 homeless students and just over 3,000 students currently in foster care enrolled in grades K-12 public schools across LAUSD. In addition, in 2023-24 chronic absenteeism was reported at over 31%. In addition, there is a challenge with the 'disconnected youth' ages 16-24 who are not in school and not working. According to a [New Ways to Work report](#) (1.1.a) in Los Angeles there are over 44,000 16-19 year olds in 2021 disconnected. FIN CTE Prep's educational design is centered on Career Technical Education (CTE), which ensures that our students are equipped with the necessary skills and knowledge to succeed in today's rapidly changing job market. Our program is designed to address the significant challenges facing disadvantaged youth in the area, particularly those who are homeless, in foster care, or identified as at-risk for academic failure. We aim to provide a learning environment that is safe, supportive, and promotes the social and emotional development of our students, while also preparing them to be "Ready for the World".

We recognize that there already exists 38 different educational high school options for the youth in this community. Of these four offer specific programs aligned to different careers such as in the visual and performing arts, pre-medicine and business/tourism. FIN CTE Prep offers a program that will serve students interested in pursuing a career pathway as an electrician and/or engineering coupled with a dual enrollment program in partnership with LA Trade Tech. With our CTE focus we are committed to building additional pathways where students have interest and there is a viable AI proof future career trajectory.

FIN CTE Prep is committed to providing an education that serves all pupils, with a special emphasis on expanding learning opportunities for pupils who are identified as academically low achieving, including hard-to-serve youth such as justice-involved and stop-out youth. To achieve this goal, the school will:

- Increase learning opportunities for all pupils: FIN CTE Prep believes that every student deserves access to high-quality educational opportunities. To this end, we provide a learning environment that is inclusive, equitable, and culturally responsive, where all students feel supported and valued.
- Encourage the use of different and innovative teaching methods: Our teachers are encouraged to use innovative and engaging teaching methods to help students learn and thrive. We believe that a diverse set of teaching methods helps to ensure that all students have access to the knowledge and skills they need to succeed.
- Create new professional opportunities for teachers: FIN CTE Prep believes in investing in our teachers. We offer ongoing professional development opportunities and support, which allows our teachers to expand their skill sets and become leaders in their field. By empowering our teachers, we can provide our students with the highest quality education possible.

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

- Provide parents and pupils with expanded choices in educational opportunities: FIN CTE Prep recognizes that families have diverse educational needs and preferences. To ensure that families have access to the educational opportunities that meet their needs, we offer expanded choices in the types of educational opportunities that are available within the public school system including intervention support, dual enrollment and career readiness programs.
- Hold schools accountable for meeting measurable pupil outcomes: At FIN CTE Prep, we believe in holding ourselves accountable for meeting measurable pupil outcomes. We use a performance-based accountability system to track our progress and ensure that we are meeting the needs of our students.
- Provide vigorous competition within the public school system: FIN CTE Prep believes that competition within the public school system can stimulate continual improvements in all public schools. By continuously striving to improve and innovate, we can ensure that we are providing our students with the best education possible.

FIN CTE Prep recognizes that many foster and homeless youth face significant barriers and inadequate resources to positively navigate academics, life, and transition to adulthood. According to the 2021-2022 data from LAUSD, there were over 51,000 homeless students and over 7,000 foster youth enrolled in grades K-12 public schools across the district (1.2). 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 (1.2). Homeless students can lack transportation, school supplies, clothing, etc. According to a report by the Institute for Children, Poverty, and Homelessness and School House Connection homeless students are 4 times more likely to drop out of school and 8 to 9 times more likely to repeat grades (1.4). In response to these challenges, FIN CTE Prep is committed to creating career technical pathways to help students generate income to discontinue homelessness. Providing homeless students with their educational interest of choice and life skills tools will help them outperform in multiple settings; rather than the workforce or college pathway. There is an incredible urgency to support homeless youth with their educational interest because California is ranked first in homelessness according to the National Alliance for Homelessness (1.3). According to the California Department of Education, over 171,714 of youth in California are homeless, and research has shown that they are four times as likely to be suspended or absent, have a lower graduation rate, and far less prepared for UC/CSU than non-homeless peers (1.3). By offering a rigorous, standards-based instructional program that integrates CTE, FIN CTE Prep aims to increase learning opportunities for all pupils, including those who are identified as academically low achieving, and provide them with new and innovative teaching methods. Our program is designed to create new professional opportunities for teachers and provide parents and pupils with expanded choices in the types of educational opportunities available within the public school system. Additionally, FIN CTE Prep is held accountable for meeting measurable pupil

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

outcomes and strives to provide vigorous competition within the public school system to stimulate continual improvements in all public schools (1.1).

Using the latest U.S. Census data, the community of 400 West Washington Blvd. Los Angeles, CA 90015 consists of approximately 27,324 residents. The majority of the population is Hispanic/Latino, accounting for 47% of residents. The next largest racial/ethnic group is Black/African American, comprising 10% of the population. The community also includes smaller populations of Asian (19%), White (20%), and other racial/ethnic groups (0.5%). The median household income in the community is \$61,959, and the poverty rate is high at 25.5% %. Approximately 46% of residents have earned a bachelor's degree or higher. Within the 3-mile radius, there are 38 schools serving students in the same grade levels as FIN CTE Prep.

In the 2022-2023 school year, these schools served over 20,000 students in grades 9-12. The schools in the area are classified as Title 1 schools, with a majority of Latinx pupils, and a high percentage of English Learner (EL) pupils, Special Education (SpEd) pupils, and foster youth. Many students in the area face significant barriers to educational success, and there is a critical need for schools that can provide additional resources and support to help these students succeed.

FIN CTE Prep is committed to addressing the opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, and immigrant students in the community within 90015 and beyond. According to LAUSD Open Data, in the 20223-2024 academic year, Black and Latinx students had a significantly lower percentage of students meeting or exceeding standards in English Language Arts and Math compared to their Asian and White counterparts (1.2). Additionally, data from the LAUSD Unified Enrollment program shows that foster and unhoused students face significant barriers to academic success, including higher rates of absenteeism and lower graduation rates (1.3). In order to address these disparities, FIN CTE Prep will provide a rigorous, standards-based instructional program that emphasizes career technical education and innovative teaching methods. The school's curriculum will also be culturally responsive and inclusive, providing all students with an educational experience that is relevant to their lives and experiences. FIN CTE Prep will design individual learning plans for each student and offer opportunities to accelerate their learning and bridge their deficits with courses that provide intensive language development and mathematical skill development. FIN CTE Prep will prioritize the whole-child well-being of its students by providing a safe, supportive learning environment that promotes social and emotional development. Additionally, the school will provide extracurricular activities and community involvement opportunities to ensure that students have a well-rounded educational experience. By addressing these opportunity gaps, FIN CTE Prep aims to empower all students to achieve their full potential and succeed in all aspects of their lives.

b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

same grade levels to be served by the proposed new charter school. Include every school (District and charter) in the community – confer with the District (Charter Schools Division) regarding list of schools.

1. Academic Leadership Community; 2. Alliance Dr. Olga Mohan HS; 3.Alliance GRM Academy High;4..Alliance Neuwirth Ldrshp Acad; 5..Alliance Tajima High; 6. Ambassador School of Global Leadership; 7. Angelou Community High School; 8. Animo Jackie Robinson; 9.Animo Ralph Bunche High; 10. Annenberg High; 11.Belmont High; 12.Contreras School of Bus & Tourism; 13.Cortines School of VPA; 14.Early College Acad; 15.Ednovate - Brio Col Prep; 16. Ednovate - USC Hybrid Col Prep; 17. Foshay Learning Ctr; 18. Jefferson High; 19.LA Acad of Arts and Enterprise; 20. LA Global Studies - Contreras; 21. LA High for the Arts; 21. Larchmont Chrtr; 23.Manual Arts High; 24. Math and Sci College Prep; 25. Matrix for Success Acad; 26.Mendez High; 27.Nava College Prep Acad; 28. New Designs Chrtr; 29.New Open World Acad; 30.Roybal Lrng Ctr; 31.Santee Ed Cmplx; 32. School for Soc Just - Contreras; 33.School for the Visual Arts & Humanities; 34.Synergy Quantum Acad; 35.UCLA Community School; 36. University Prep Value High; 37.West Adams Prep High; 38. Orthopaedic Hospital

**EVIDENCE TABLE**

(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
1.1a	Los Angeles Disconnected Youth Report	<a href="https://drive.google.com/file/d/128vpGKce-raZ9VVnZTg_kvLt7pMpZWog/view?usp=s_haring">https://drive.google.com/file/d/128vpGKce-raZ9VVnZTg_kvLt7pMpZWog/view?usp=s_haring</a>	This report provides excellent content to help explain the challenges youth face today. It will be used as part of our professional development series with our staff because this concept of disconnected youth is impacting many more youth today than ever.
1.1	2024 LAUSD Local Control Accountability Plan	<a href="#">1.1 2024 LAUSD Local Control Accountability Plan-Executive Summary-English.pdf</a>	This executive summary helps to synthesize the district focus and allow for alignment between our goals and the district goals.
1.2	LAUSD Open Data	<a href="#">1.2 Los Angeles Unified Summary California School Dashboard (CA Dept of Education).pdf</a>	This tool is amazing to help distill down the data around the student population.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

1.3	LAUSD Open Data Specific	<a href="#">1.3 LAUSD Open Data Dashboard.pdf</a>	This report is a summary of foster youth achievement.
1.4	Fact Sheet - The Education of Youth Experiencing Homelessness	<a href="https://drive.google.com/file/d/1ek81sBPbd7HfNanXsqvA-rDtaFStMBt1/view?usp=sharing">https://drive.google.com/file/d/1ek81sBPbd7HfNanXsqvA-rDtaFStMBt1/view?usp=sharing</a>	This document helps highlight the current (March 2024) trends and provides specific challenges and needs for the homeless youth population. This too will be part of our PD for the staff.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

**SECTION 2:**

**FACILITIES PLAN**

**NARRATIVE**

In the space below, describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research facilities within the proposed community, how the facilities plan serves the interests of the entire community, and which facilities, in the proposed community, the petitioner is exploring to use. Please explain how the petitioner's facilities plan complies with District facilities requirements and the Facilities section of LAUSD Policy and Procedures for Charter Schools (page 71).

FIN CTE Prep will employ a "slow growth" model to scale up to capacity with care and intention as we learn and grow. We are starting 2025-26 with up to 125 students in grade 9 and expand each year by one grade level. Pending facilities availability and funding, we ultimately plan to serve 525 students at full capacity in grades 9-12. FIN CTE Prep's facilities plan is to co-locate on an LAUSD campus where there is space and compatibility. In the first year, we would utilize eight classrooms and shared spaces.

FIN CTE Prep has reached out to Chancellor Dr. Francisco Rodriguez and received a letter of support for our collaboration and discussion of facilities. We also talked with Albert Grazioli, Director of Facilities Real Estate & Asset Development, to discuss available spaces in 90015 and initial needs of the school. We will continue to make contact with key LAUSD stakeholders regarding facilities and location. [2.1]

FIN CTE Prep is researching private facilities until such time as district space becomes available or purchasing space is feasible. FIN CTE Prep is working with experienced realtors, developers, and financiers to identify and secure a facility. FIN CTE Prep will ensure that its facilities will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building, and structural safety requirements.

As part of our community assessment and outreach to community stakeholders, FIN CTE Prep has made it a priority to seek out partnerships with institutions that can provide programmatic support for the unique needs of our target student population. Our partnership with LA Trade Tech for facilities and programmatic support includes a dual enrollment model with a focus on CTE career pathways, which will empower graduates from our population of homeless, foster, and resilience youth, as well as LGBTQIA+ students, to be "Ready for the World." This partnership demonstrates a commitment to meeting the needs of our students through collaboration with community stakeholders. We are grateful for LA Trade Tech's support and

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

look forward to further developing this partnership to provide our students with the resources and opportunities they need to succeed.

Desired components of facilities include, but are not limited to, a recreational/gym space, multi-purpose room, spacious classrooms, office space for the administrators and teachers and if in concert with LAUSD a fair and collaborative use of LAUSD facilities. FIN CTE Prep anticipates these proposed facilities will meet the needs of the school for the duration of that term, FIN CTE Prep shall comply with EC § 47605.6(a)(3) in the event it proposes any additional locations in the future. [2.2]

We are forming partnerships with IBEW Local 11, Building and Construction Trades, nursing, and emergency management to develop a robust Career Technical Education (CTE) program. Renewable energy is the fastest growing sector, expanding by 42% between 2010 and 2020 (Center for Climate and Energy Solutions). The Green technology industry continues to grow with new demands for highly skilled workers according to the [World Economic Forum](#).

Close proximity to the LAUSD San Julian Bus Yard and Metro terminals and rail yards will facilitate implementing our first CTE collaboration with industry and LAUSD to train students on converting diesel buses to electric. The benefit of this collaboration prepares students for jobs in the fastest growing sector -- renewable energy and benefits the local environment by reducing tailpipe emissions and air pollution. The newly proposed Los Angeles Department of Transportation (LADOT) Electric Bus Maintenance Facility highlights the demand to prepare the workforce to convert and maintain electric commercial vehicles.

FIN CTE Prep is committed to ensuring that its facilities plan adheres to the program accessibility requirements of federal law, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To ensure compliance, the school will work with local building enforcement agencies to obtain and maintain appropriate certificate(s) of occupancy for charter school facilities. LAUSD will work collaboratively with local building enforcement agencies to ensure that the certificates of occupancy issued for FIN CTE Prep meet all applicable building and safety and health codes, including but not limited to, the accessibility requirements of the law. In addition, FIN CTE Prep will comply with the geographic location, site limitations, and related requirements set forth in the Charter Schools Act, including Education Code sections 47605.1, 47602, and 47605. By following these guidelines, FIN CTE Prep will ensure that its facilities are safe and accessible to all students and staff.

FIN CTE Prep aims to identify sites within LAUSD that align with our core educational goals and philosophy. Our goal is to identify job opportunities that are in immediate demand and can be developed into educational programs for grades 9-12. This will enable our graduates to be well-prepared for post-secondary education and successful careers.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

<b>EVIDENCE TABLE</b>			
<b>Citation</b>	<b>File Name</b>	<b>Link (optional)</b>	<b>Description of Evidence</b>
2.1			Letter to Albert Grazioli, Director of Facilities Real Estate & Asset Development
2.2	CA Ed Code <b>47605.6.</b>	<a href="#">2.2 California Code, EDC 47605.6_.pdf</a>	This is a direct reference to the CA Ed Code explaining the requirements for charter schools.
2.3	Letter with LA Trade Tech	<a href="#">2.3 LATTC Future is Now Schools.pdf</a>	Partnership MOU with LA Trade Tech
2.4			

**SECTION 3:**

**EVIDENCE of COMMUNITY ENGAGEMENT**

**NARRATIVE**

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the LAUSD Policy and Procedures for Charter Schools, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate. The petitioner shall include all, but are not limited to, the below stakeholder groups in its community engagement efforts. Please describe and provide evidence of community engagement with at minimum, each of the following stakeholder groups:

- ☐ Parents in the community
- ☐ Existing public schools (include every school (District and charter) in the community – confer with the District (CSD) regarding list of schools)
- ☐ Neighborhood councils
- ☐ Community-based organizations
- ☐ Elected representatives
- ☐ Local District and Community of Schools leadership
- ☐ LAUSD Board of Education member(s)

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

Working with Homeboy Industries and Father Greg Boyle we have learned that his specific program does not have the kind of training we are committed to offering our students. He and his organization are excited by our presence and have showed a desire to partner with us. We have also received the support from Centinela Youth Services organization stating that this is the educational model much needed in the community. [3.3]

We are in initial conversation with the Lucas Museum of Narrative Art set to open in 2026 as well to bridge the local community to their resource. The education team who have just formed will be meeting with us in December, 2025 to discuss a partnership and avail our students to special programs.

In addition, we have spoken to IBEW families about their school options for their children. Many of these families shared that on the one hand they appreciate the college ready model for their children but share a concern that specific skills are not being learned. There have been several instances where their children graduated from the local schools and went off to university and after a year or two dropped out of university. When this has happened the students often fall into the family business work to pay bills and often do not have great love for what they do. In talking with a few of these cases they reflect on their earlier education and wished that they had an opportunity to learn a practical skill or about a specific industry that would become a pipeline for their profession. In several of these cases the young people trialed several different types of industries to eventually come into becoming an electrician as a result of an IBEW outreach and learned that they love the work. In one case the young person shared that he appreciates the flexibility and high value earnings along with the fact that every day offers different challenges in different locations working with a wide range of people. Becoming an electrician for him was a game changer for him and his family. IBEW Local 11 has showed their support as well in this letter. [3.4]

From a previous charter submission, we also received a MOU from LAUSD for our charter- this was put on pause while the district was figuring out a CTE affiliate model. We have been in conversation and have received support from key board members including Jackie Goldberg. Also, former council member Jane Perry has been a staunch supporter of this project believing that offering a rigorous CTE program will greatly benefit the local community. State Senator Maria Elena Durazo and her office have also shared their excitement for this project. [3.5 and 3.5a]

Lastly, we have support from John Perez, UTLA Retired Committee President. In his letter of support, he describes the importance of having an affiliated, CTE charter school and encourages others to support FIN CTE Prep as a model moving forward. [3.6]

b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

We have created this flyer [3.1] to share with the public about our new school and more specifically share with educators signing our petition. We have not yet embarked on a full social media campaign as we do not want to offer an opportunity without having the full approvals in place. Future is Now does not want to be misleading.

Once we have the approval we will launch a full social media campaign to generate interest and host sign up gatherings in the local neighborhood greeting places such as The Mercado La Paloma, Grand Performances, Grand Hope Park, CA Science Center and IBEW local events.

c. In the space below, please provide a summary of the responses received from stakeholders. Include in the Evidence Table below, publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) which will be shared with the LAUSD Board.

n/a

**EVIDENCE TABLE**

(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
3.1	What is FIN CTE Prep	<a href="https://drive.google.com/file/d/1Be3ljZsY9JB5wqLV9xnz1I9FBTOQoRKm/view?usp=drive_link">https://drive.google.com/file/d/1Be3ljZsY9JB5wqLV9xnz1I9FBTOQoRKm/view?usp=drive_link</a>	CTE Flyer- was shared with teachers signing the petition and with anyone else curious about the project.
3.2	FIN Intro Slide Deck	<a href="https://drive.google.com/file/d/1-mu0iOhKxsFfi279pY">https://drive.google.com/file/d/1-mu0iOhKxsFfi279pY</a>	FIN Intro Slide Deck was shared with school groups and others to show case the program.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

		<a href="https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing">nGmuWmi7LOf5Tq/v iew?usp=sharing</a>	
3.3	CYS Letter of Support	<a href="https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing">https://drive.google.com/file/d/1UubKU4Q2taDwu4ecWaEXpCZ9y0f3VW86/view?usp=sharing</a>	Letter of support from Centinela Youth Services for our new educational model
3.4	IBEW Local 11 Support Letter	<a href="#">IBEW Local 11 Letter of Support.pdf</a>	Letter of support from IBEW to work together to serve the local community.
3.5 3.5a	MOU- FIN Tech and LAUSD	<a href="#">3.5 MOU - FIN 6-16-23.docx</a> <a href="#">3.5a Fwd MOU for Signature.pdf</a>	This was the document originally shared on the 17June23. This was the email it was attached to.
3.6	email from John Perez	<a href="#">3.6 Letter of support from John Perez, former UTLA President.pdf</a>	This email captures the history behind UTLA's support of affiliated charters and shares the support for a CTE model as well.

**SECTION 4:**

**ASSESSMENT of DUPLICATION of PROGRAMS**

**NARRATIVE**

a. In the space below, provide a list of the programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these program offerings and cite all sources used for the information described herein.

Of the 38 schools, 17 are high schools, 16 charter schools, 4 span schools (community schools, charters), 2 continuation schools. Seven schools have specific specializations aligned to business and tourism, visual arts, pre-med, arts and enterprise and the arts. One school, Matrix for Success Academy specifically offers a flexible learning environment with different pathway options to earn a high school diploma.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

Themed-based learning centers within a three-mile radius of our proposed site are Early College Academy at Los Angeles Trade Tech, Orthopaedic Hospital Medical Magnet High School, and Abram Friedman Occupational Center, Contreras School of Business and Tourism (CSBT), LA Academy of Arts and Enterprise (LAAE), LA High for the Arts (LAHA) and Cortines School of Visual and Performing Arts (CSVPA). Orthopedic Medical Magnet's pathways are focused on public health and biomedical sciences. Abram Friedman primarily serves an adult population. Early College Academy is similar to the college ready model with dual enrollment opportunities at LA Trade Tech. CSBT is focused on developing students' business and travel business skills. LAAE is a charter school focused also on business development in entertainment and film making. LAHA is focused on developing the arts as is CSVPA.

To determine these foci, we researched each of the school websites and interviewed different stakeholders whom have either worked with or are working with these schools to confirm our findings. We recognize that not everything about a school is on a website. We know that of the theme based schools four of them are part of the Linked Learning programs and have dedicated career preparation as part of their course offer.

There are zero schools working in partnership with a trade union and dedicated to the development of both career readiness and university preparation.

Our goal is to reduce barriers to provide learners with opportunities to achieve educational and career success specifically by offering career technical education pathways initially aligned with the electrician union and will expand based on student interests.

b. In the rows below, provide brief descriptions of the program offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition).

**PROGRAM OFFERINGS**

(add additional rows as needed)

Program Offering	Description
Student Centered Approach	Flexible, Personalized Learning Environment: A mastery-based curriculum with flexible scheduling allows for virtual and hybrid learning, helping students engage at their own pace. Credits are earned as students complete summative projects and exams.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

	<ul style="list-style-type: none"> <li>- Culture of Empathy and Inclusion: Prioritizes relationship-building with students and families to create a supportive community, fostering respect and belonging.</li> <li>- Personal Learning Plans (PLDP): Tailored academic and social-emotional goals for each student, updated frequently to track progress.</li> </ul>
Extended Learning and Support:	<ul style="list-style-type: none"> <li>- Individualized Attendance and Intervention Plans: Regular check-ins and tailored support for students struggling with attendance.</li> <li>-Enriching after school program to support students pursue and expand their interests while offering tutoring support</li> </ul>
- Comprehensive Support Services:	FIN CTE Prep provides <u>wrap-around services</u> to meet students' basic needs—food, mental health support, housing assistance, and transportation.
- Career Technical Education (CTE) Preparatory	<p>- 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.</p> <p>-CTE courses are organized into industry sectors beginning with renewable energy and public service. Courses within each program area are further aligned to their appropriate career cluster. Each program area section</p>

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

	<p>includes the following elements: (1) Program of Study Description; (2) Program Course Sequence; (3) Course Descriptions; and (4) Course Data Information.</p> <p>Our initial CTE focus will be on the feasibility and planning, with our IBEW partnership, on the conversion of fossil fuel school buses to EV and building out EV charging stations. We will follow the vision of the Federal Government’s Infrastructure and Job Investment Inflation Act, as well as Governor Newsom’s Climate Commitment Plan. High expectations, strong partnerships, and a safety trampoline rather than a safety net will launch students into internships, work and college/universities.</p>
<b>-CTE Courses are at the core of learning with real life projects</b>	<ul style="list-style-type: none"> <li>- Real-World Projects through IBEW Partnership: Partnering with the International Brotherhood of Electrical Workers (IBEW), students gain hands-on experience with real-world projects that impact their communities—such as converting fossil fuel school buses to electric and building EV charging stations—aligning with both career preparation and climate initiatives.</li> </ul>
Inclusive, Culturally Responsive Environment:	<ul style="list-style-type: none"> <li>- Support for Diverse Student Needs: Culturally relevant curricula and resources for marginalized groups, including LGBTQIA+ youth, ensure all students see themselves reflected in their education.</li> <li>- Collaborative Partnerships: Partnerships with community organizations extend student support beyond school, providing resources such as mentorship, housing, and social services.</li> </ul>
Emphasis on Holistic Development and College Readiness:	: Workshops, counseling, and dual enrollment opportunities support long-term planning and readiness for post-secondary success.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

	<p>From the dual enrollment experience and targeted workshops students will be equipped with navigating university life so they actually graduate and end the enroll/drop trend that plagues this community.</p>		
<p>c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current program offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above.</p>			
<p>With our CTE Prep focus we are deliberate to not replicate the prolific early college model that is on offer. Our program will meet the A-G requirements AND have dedicated time in the schedule to work on projects and job shadowing opportunities with IBEW and in the future other union groups.</p> <p>Each student will have an individual learning plan [4.1] that will guide their learner journey and inform our school with respects to which courses to offer and which to partner with other accredited organizations to use with the students. For example, LA Trade Tech has many dual enrollment courses on offer and for students who prefer online we can partner with Arizona State University Universal Learner Program or LATTC online.</p> <p>Students will maintain learning portfolios on Mastery Transcript Consortium (MTC). These portfolios will be aligned to our student learning outcomes and students will be expected to post evidence every term of their progress. Using MTC gives students will be able to use this portfolio to apply to college and job opportunities. In addition, MTC will support making the college connections.</p>			
<b>EVIDENCE TABLE</b> <small>(add additional rows as needed)</small>			
<b>Citation</b>	<b>File Name</b>	<b>Link (optional)</b>	<b>Description of Evidence</b>
4.1	FINS-LA Personalized Learning Plan Template	<a href="https://docs.google.com/spreadsheets/d/16pdqN3KvZKE_rdvTXn5l27yEUTMuOrftQZQS4pQ_WSs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/16pdqN3KvZKE_rdvTXn5l27yEUTMuOrftQZQS4pQ_WSs/edit?usp=sharing</a>	This is a sample template to track student progress.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

**SECTION 5:**

**CONSIDERATION of ACADEMIC PERFORMANCE**

**NARRATIVE**

In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.

The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community.

Using the data set [5.1] we did an analysis with the following findings:

**Analysis Summary**

**1. Academic Performance:**

- Average ELA and Math scores are below zero, indicating a need for academic improvement across many schools. The majority of schools fall in the "Red" and "Yellow" performance categories, signaling potential struggles in meeting benchmarks.
- The English Learner Progress Indicator (ELPI) has an average of 43.3%, with some schools reporting as low as 12.5%, which suggests that English learners may not be adequately supported.

**2. College and Career Readiness:**

- College/Career Indicator (CCI) averages at 47.3%, showing that less than half of students are deemed "prepared" for post-secondary pathways. This statistic reflects a need for increased college and career preparation options.

**3. Engagement and Conditions:**

- Schools show varied graduation rates, with an average rate of 87.6%, but some as low as 40.3%, which could indicate challenges in student engagement and retention.
- Chronic absenteeism and suspension data highlight issues in school engagement and discipline, contributing to lower academic outcomes.

**4. Demographics:**

- Most schools serve a high percentage of socio-economically disadvantaged students (average of 92.9%) and English learners (average 22.5%), highlighting the importance of additional support for these groups.

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

### Justification for a New Charter School

Given the data, a new charter school with a dual career technical and college preparatory focus could address several needs:

- Targeted Skill Development: Introducing real-world problem-solving and industry partnerships can better engage students and improve preparedness for diverse post-secondary options.
- Support for Underperforming Students: With many schools in lower academic performance categories, a new charter with innovative academic approaches could improve outcomes.
- Enhanced College and Career Pathways: The current low CCI scores indicate an opportunity for a school focused on both college and career pathways to support students' unique academic and career goals effectively.

This combination of hands-on career preparation and rigorous college readiness could offer a valuable alternative for families in the target community and beyond. In addition, this new charter will provide a blueprint for future schools to partner with local labor unions to create viable pathways that lead to future careers that are AI-proof and aligned.

### EVIDENCE TABLE

(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
5.1	FIN School Comparison 3 mile radius	<a href="#">5.1 FIN School List-3 mile radius 10-23-24.xlsx</a>	This is the data set we used to do this analysis.

In the Current Measurements of School Wide Academic Performance in the Community table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the Current Measurements of School Wide Academic Performance in the Community table should include a **performance level** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate **status**, as shown below:

	ELA English Language Arts	Math Mathematics	ELPI English Learner Progress	CCI College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
<b>Performance Level</b>	COLOR	COLOR	PROGRESS LEVEL	COLOR	COLOR	COLOR	COLOR
<b>Status</b>	(+/- DFS)	(+/- DFS)	% making progress	% prepared	% chronically absent	% graduated	% suspended at least once

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

	Points above or below standard*	Points above or below standard*					
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\*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points above standard and a negative value to indicate points below standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the Current Measurements of School Wide Academic Performance in the Community table.

Existing School Name	Academic Performance Indicators				Academic Engagement Indicators		Conditions and Climate Indicator
	ELA English Language Arts	Math Mathematics	ELPI English Learner Progress	CCI College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2019 State Average	GREEN -2.5 DFS	ORANGE -33.5 DFS	Medium 48.3%	YELLOW 44.1%	ORANGE 10.1%	GREEN 85.9%	YELLOW 3.4%

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY							
(add additional rows as needed)							
2023  Existing School Name	Academic Performance Indicators				Academic Engagement Indicators		Conditions and Climate Indicator
	ELA English Language Arts	Math Mathematics	ELPI English Learner Progress	CCI College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Academic Leadership Community	RED -56.2	Orange -141.3	Red 12.5	Medium 41.3	no report 0	Green 85.7	Blue 0.2
Alliance Dr. Olga Mohan HS	Yellow -15.6	Green 54.6	Blue 69	High 58.2	no report	Blue 95.1	Orange 2
Alliance GRM Academy High	Orange -15.1	Yellow -78.1	Green 68	High 58.5	Yellow 17.2	Blue 99.2	Yellow 2.1
Alliance Neuwirth Ldrshp Acad	Green 58	Yellow -60.8	Green 50	High 55.5	no report	Blue 97.2	Green 1
Alliance Tajima High	Green 71.4	Yellow -66.1	Blue 84.2	High 69.7	no report	Blue 99.1	Green 1
Ambassador School of Global Leadership	RED -82.1	Orange 77.6	Orange 40.8	Medium 35.8	Yellow 28	Orange 76.8	Blue 0
Angelou Community High School	Red -89.5	Red -191.8	Red 20.2	Low 34.9	no report	Green 80	Green 0.4
	Green	Yellow	Orange	Medium	no report	Green	Blue

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

<b>CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY</b>							
<b>(add additional rows as needed)</b>							
<b>2023</b>	<b>Academic Performance Indicators</b>				<b>Academic Engagement Indicators</b>		<b>Conditions and Climate Indicator</b>
	<b>ELA</b> English Language Arts	<b>Math</b> Mathematics	<b>ELPI</b> English Learner Progress	<b>CCI</b> College/Career	<b>Chronic Absenteeism</b>	<b>Graduation Rate</b>	<b>Suspension Rate</b>
<b>Existing School Name</b>							
Animo Jackie Robinson	8.9	-87.9	47.8	46		94.4	0.5
Animo Ralph Bunche High	Yellow	Math	Green	Medium	no report	Yellow	Blue
	-29.1	-140.6	51.7	36.1		92.5	0
Annenberg High	Yellow	Yellow	Green	Low	no report	Blue	Blue
	-14.9	-89.9	49.4	30.6		95.6	0.4
Belmont High	Red	Red	Red	Medium	no report	Red	Blue
	-79.2	-164.1	13.2	35.40%		65.3	0.1
Contreras School of Bus & Tourism	Green	Orange	Yellow	Medium	no report	Yellow	Blue
	7.5	-134.7	40	41.2		77.5	0
Cortines School of VPA	Yellow	Red	Red	Medium	no report	Blue	Blue
	-20.7	-143.8	27.7	47.9		95	0.3
Early College Acad	Green	Yellow	no color	Very High	no report	Blue	Blue
	34.7	-67.7	53.8	98.2		100	0
Ednovate - Brio Col Prep	Green	Yellow	Blue	Medium	no report	Green	Yellow
	16	-95.4	63.3	39.7		91.6	0.8
Ednovate - USC Hybrid Col Prep	Blue	Orange	Green	High	no report	Blue	Yellow
	39.2	-70.5	45.2	66.9		96.3	1.5
Foshay Learning Ctr	Orange	Red	Yellow	Very High	Yellow	Blue	Yellow
	-36.9	-108.3	52.6	78.4	25.6	100	1.3
Jefferson High	Red	Red	Orange	Low	no report	Red	Green
	-84.4	-168	38.5	31.7		75.7	0.5
LA Acad of Arts and Enterprise	Red	Red	Red	Medium	Red	Green	Blue
	-95.4	-175.1	28.1	51.2	40.6	84.4	0
LA Global Studies - Contreras	Orange	Red	Red	Low	no report	Red	Green
	-109	-178.6	12.6	25		66.3	0.3
LA High for the Arts	Orange	Red	Red	High	no report	Green	Yellow
	-23.7	-157.9	36	55.3		83.2	0.12
Larchmont Chrtr	Blue	Green	Green	High	Orange	Yellow	Blue
	47.2	14.2	60.2	60	10.9	91.5	0.6
Manual Arts High	Orange	Orange	Orange	Medium	no report	orange	Blue
	-51.5	-179	39.4	39.6		76.5	0.3
Math and Sci College Prep	Green	Yellow	Green	Medium	no report	Blue	Blue
	16.8	-97.2	48.6	51.6		99.2	0.2
Matrix for Success Acad	no report	no report	Yellow	Very low	no report	Red	Blue
			13.2	0		40.3	0
Mendez High	Orange	Orange	Red	Medium	no color	Orange	Blue
	-24.8	-106.9	27.4	39.9		85.1	0.3

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

<b>CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY</b>							
<b>(add additional rows as needed)</b>							
<b>2023</b>	<b>Academic Performance Indicators</b>				<b>Academic Engagement Indicators</b>		<b>Conditions and Climate Indicator</b>
	<b>ELA</b> English Language Arts	<b>Math</b> Mathematics	<b>ELPI</b> English Learner Progress	<b>CCI</b> College/Career	<b>Chronic Absenteeism</b>	<b>Graduation Rate</b>	<b>Suspension Rate</b>
Nava College Prep Acad	Orange	Orange	Green	Medium	zero reported	Green	Blue
	-42.5	-134.2	53.1	40.7		94.3	0.5
New Designs Chrtr	Orange	Orange	Orange	Medium	Red	Blue	Orange
	-22.2	-100.9	45.2	54.9	25	95.1	2.7
New Open World Acad	Orange	Red	Orange	Medium	Yellow	Green	Blue
	-56.7	-107.2	50	49.5	24	93.5	0
Roybal Lrng Ctr	Yellow	Red	Red	Medium	no color	Green	Blue
	-11.5	-121	36.1	42		91.3	0.1
Santee Ed Cmplx	Yellow	Math	Red	Medium	no report	Green	Blue
	-9.2	-128	34.3	43.3		90.8	0.2
School for Soc Just -Contreras	Yellow	Orange	Red	Medium	no color	Red	Blue
	-34.5	-169.1	31.2	38.6		66.9	0.2
School for the Visual Arts & Humanities	Yellow	Red	Yellow	High	no report	Green	Orange
	20.8	-124.3	57.6	63.1		88.4	1.9
Synergy Quantum Acad	Yellow	Yellow	Green	Medium	no report	Yellow	Blue
	15.2	-88.9	59.4	37.9		94.4	0.4
UCLA Community School	Red	Red	Green	None	Yellow	None	Blue
	-107.5	-161.9	45.8	32.1	42.4	92.9	0.7
University Prep Value High	Orange	Yellow	Red	Medium	no report	Blue	Blue
	-21.4	-61	29.2	54.3		96.1	0
West Adams Prep High	Orange	Orange	Orange	Low	no report	Green	Blue
	-57.3	-160.3	39.7	34.1		81.4	0.1
	Blue	Green	no color	High	no report	Blue	Blue
Orthopaedic Hospital	78.7	38.8	69.6	66.5		99.4	0

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

**(OPTIONAL) SECTION 6:**

**ADDITIONAL INFORMATION**

Per the LAUSD Policy and Procedures for Charter Schools, **Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.**

**NARRATIVE**

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

Despite nearly a third of all LAUSD students being chronically absent during most of the 2022-23 school year, the numbers among homeless and foster care youth were even more alarming. According to school system data, nearly 70% of homeless LAUSD students and nearly 60% of students in foster care were chronically absent during the last school year. FIN CTE Prep recognizes the significant barriers and inadequate resources that homeless and foster care youth face when it comes to positively navigating academics and life. These students often experience instability, which leads to disruptions in their educational program and their emotional, social, and other health needs. The consequences of homelessness and foster care are immense and have a detrimental impact on children's safety, health and wellness, long-term development, and readiness for school. Providing educational opportunities and support to these vulnerable students is a priority for FIN CTE Prep, and our mission is to ensure that they have access to the resources and tools necessary to succeed in school and beyond.

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

Terrence, not his real name to protect his privacy, left home when he was 12 after his parents found out he was gay; he is now 14. He has an older brother who is 15 but was separated from his brother when the older boy was sent to a juvenile camp after he became involved with a gang; Terrence was connected with Covenant House California after living on the streets for 3 months. Terrence is a talented and creative writer. He has made a promise to himself that he will never join a gang. He is doing his best in school, and he wants to realize a better future for himself and his family. Attending a small charter school dedicated to developing both academic and future of work skills would enable him to focus on himself and his goals. Terrence enjoys

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

learning about business and communication skills as they relate to industry and has enjoyed a shadow day experience with IBEW's PR/marketing department. Terrence hopes his brother will be able to join him at FINSLA when he is released from juvenile hall in a few months.

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

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

Laura, not her real name to protect her privacy, is a 15-year-old who has lost interest in school and spends her time hanging out in a nearby park and only attending school when there is a special project. She has earned limited credits and has not fulfilled 9th grade. When interviewed she said that she is not sure how school will support her future and finds that it a waste of time. Her mom is most frustrated and has not been able to convince her to attend her local high school regularly. Her mom saw the FIN CTE Prep flyer and thought this alternative might be an option. Laura was open to it and liked the idea of having a personalized learning plan and opportunity to get work experience. She enrolled and a plan was drawn up allowing her to engage with a high school program that aligns to her aspirations and goals.

Chronic absenteeism, which is defined as a student missing at least 9% of days in the school year, has increased for students nationwide since the pandemic began in 2020. The chronic absenteeism rate for all LAUSD students in the 2017-18 school year was 15.6%. In Los Angeles, homeless youth and foster care advocates were not surprised at the massive increases among the

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

vulnerable students. Lack of access to nutritional foods, mental healthcare, and economic instability make it difficult for unhoused students to consistently attend school, especially during the pandemic. According to data from LAUSD, nearly 47% of homeless students and nearly 35% of students in foster care were chronically absent during the 2022-23 school year. Though these numbers are improved from the previous year we believe more needs to be done to address the challenge. Offering another educational program opportunity for these students is another lever to implement as part of the LAUSD chronic absenteeism plan.

FIN CTE Prep also recognizes the unique challenges faced by LGBTQIA+ youth, who are overrepresented among the youth population experiencing homelessness. According to the LGBTQ Homeless Youth Provider Survey, 20% of youth seeking homeless services identify as gay or lesbian, 7% as bisexual, and 2% as questioning (Choi et al., 2015). In comparison, only 4% of the total US population identifies as LGBTQ (The Williams Institute, 2019). Additionally, 5% of homeless youth identify as transgender (Choi et al., 2015) compared to less than 1% of the total US population (Flores et al., 2016). Among LGBTQ youth experiencing homelessness, there is a disproportionate representation of Black individuals, with 31% identifying as Black compared to 14% of the total US youth population (Choi et al., 2015; The Annie E. Casey Foundation, 2017). Over the past 10 years, the share of youth accessing homeless services who identify as LGBTQ has increased, with the share of transgender youth growing the fastest from 1.5% to 5%.

In order to address the needs of LGBTQIA+ youth, particularly those experiencing homelessness, FIN CTE Prep will implement the following strategies:

Below are the Key Points on FIN CTE Prep's Approach to Chronic Absenteeism and Unique School Design

### 1. Addressing Chronic Absenteeism:

- Chronic absenteeism (missing 9%+ school days) has risen since the pandemic, especially among vulnerable groups like homeless and foster youth.
- Nearly 47% of homeless students and 35% of foster students were chronically absent in LAUSD during 2022-23.
- **FIN CTE Prep seeks to reduce absenteeism through a targeted, supportive educational model, offering an alternative path for students struggling in traditional settings.**

### 2. Unique School Design:

- Comprehensive Support Services: FIN CTE Prep provides wrap-around services to meet students' basic needs—food, mental health support, housing assistance, and transportation.
- Flexible, Personalized Learning Environment: A mastery-based curriculum with flexible scheduling allows for virtual and hybrid learning, helping students engage at their own pace. Credits are earned as students complete summative projects and exams.
- Culture of Empathy and Inclusion: Prioritizes relationship-building with students and families to create a supportive community, fostering respect and belonging. [7.9]

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

**-CTE Courses are at the core of learning with real life projects**

- Real-World Projects through IBEW Partnership: Partnering with the International Brotherhood of Electrical Workers (IBEW), students gain hands-on experience with real-world projects that impact their communities—such as converting fossil fuel school buses to electric and building EV charging stations—aligning with both career preparation and climate initiatives. [7.4, 7.5]

- 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. [7.6]

-CTE courses are organized into industry sectors beginning with renewable energy and public service. 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. [7.7, 7.8]

Our initial CTE focus will be on the feasibility and planning, with our IBEW partnership, on the conversion of fossil fuel school buses to EV and building out EV charging stations. We will follow the vision of the Federal Government's Infrastructure and Job Investment Inflation Act, as well as Governor Newsom's Climate Commitment Plan. High expectations, strong partnerships, and a safety trampoline rather than a safety net will launch students into internships, work and college/universities.

**3. Extended Learning and Support:**

- Individualized Attendance and Intervention Plans: Regular check-ins and tailored support for students struggling with attendance.

-Embracing the tenets of a Community School program initially with the hopes to apply for this program in the future. [7.2]

**4. Inclusive, Culturally Responsive Environment:**

- Support for Diverse Student Needs: Culturally relevant curricula and resources for marginalized groups, including LGBTQIA+ youth, ensure all students see themselves reflected in their education. [7.10]

- Collaborative Partnerships: Partnerships with community organizations extend student support beyond school, providing resources such as mentorship, housing, and social services. [7.3]

## Community Impact Assessment Template for New Affiliated (Start-Up and Conversion) Charter Schools

### 5. Emphasis on Holistic Development and College Readiness:

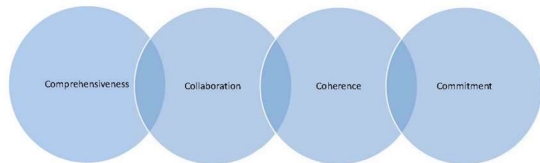
- Personal Learning Plans (PLDP): Tailored academic and social-emotional goals for each student, updated frequently to track progress. [7.9]
- College and Career Preparedness: Workshops, counseling, and dual enrollment opportunities support long-term planning and readiness for post-secondary success. From the dual enrollment experience and targeted workshops students will be equipped with navigating university life so they actually graduate and end the enroll/drop trend that plagues this community.

Finally, our experience designing and building Green Dot Public Schools provides the basis of our building blocks for solid A-G schools, FIN CTE Prep adds the "career ready" frosting on the 3-layer cake of remediation, core content, and acceleration.

FIN CTE Prep is committed to creating an inclusive, supportive, and engaging learning environment where students are equipped for both college and career success. The school's design meets LAUSD's goals for equity, collaboration, and excellence by focusing on individualized student support and meaningful career pathways. Through the IBEW partnership and project-based learning, students apply their education to transformative, community-driven projects that prepare them for impactful careers.

### EVIDENCE TABLE

(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
7.1	Website: Attendance Works	<a href="https://www.attendanceworks.org/">https://www.attendanceworks.org/</a>	Amazing resource with ideas and research supported solutions to consider for implementation to improve chronic absenteeism
7.2	Community School 'Wraps Its Arms Around a Family' _ NEA	<a href="#">7.2 A Community School 'Wraps Its Arms Around a Family' _ NEA.pdf</a>	An article describing the importance of community based services included within a school program.
7.3	"We're One Team": Examining Community School Implementation Strategies in Oakland	<a href="#">7.3 Were One Team Examining Community School Implementation.pdf</a>	Great article offering tangible strategies to engage community partnerships and have a full wrap around program supporting learners.   <p>Figure 1. Four Capacities of Community Schools (Adapted from Children's Aid Society, Lubell, 2011 [8]).</p>
7.3a	Measuring What Matters in California	<a href="https://drive.google.com/file/d/1ly1LskPN5CsfgbtUz16ZVniu4Ou">https://drive.google.com/file/d/1ly1LskPN5CsfgbtUz16ZVniu4Ou</a>	A UCLA White Paper identifying what Community Schools means, the theory of change and ways to measure success.

**Community Impact Assessment Template for  
New Affiliated (Start-Up and Conversion) Charter Schools**

	Community Schools	<a href="https://www.wyni3.org/view?usp=sharing">WYNi3/view?usp=sharing</a>	
7.4	Defining High Quality CTE Programs	<a href="#">7.4 ACTE Contemporary Perspectives on CTE Quality FINAL.pdf</a>	<p>ACTE offers data, advocacy resources, and research showing how CTE improves graduation rates, reduces absenteeism, and prepares students for career success.</p> <p>This document provides the key elements for a high quality CTE program that will help direct the design of our program and provide ways to assess the impact of our program.</p>
7.5	CTE Framework 4.0	<a href="https://drive.google.com/file/d/1WVOM7Bh0v9LTWMWTRYkYM06civC8t9D/view?usp=sharing">https://drive.google.com/file/d/1WVOM7Bh0v9LTWMWTRYkYM06civC8t9D/view?usp=sharing</a>	This document is a good framework for us to build our program with and reference to insure we have all the key parts.
7.6	CA CTE Model Curriculum	<a href="#">7.6 CA CTE Model Curriculum.pdf</a>	This provides the CA CTE Model curriculum to reference and adopt
7.7	CTE Flyer	<a href="#">7.7 ctescrpflyer.pdf</a>	A good reference to share with prospective parents and teachers to help explain CTE.
7.8	CA CTE Model Curriculum Standards for Energy Pathway	<a href="#">7.8 CA CTE Model Curriculum Standards Energy Pathway.pdf</a>	This framework provides the specific CTE pathway that FIN CTE Prep will start with.
7.9	Design Considerations for Competency Model	<a href="#">7.9 Design Considerations for Student Competency Frameworks - Aurora Institute.pdf</a>	Part of the Aurora Institute, CompetencyWorks offers research on mastery-based education models, which can support flexible learning for students who struggle in traditional, seat-time-based systems.
7.10	GLEN Back To School Guide	<a href="#">7.10 GLSEN Back to School Tips Resource 2019.pdf</a>	Great resources to share with teachers, students and the wider community on LGBTQIA+Youth. <a href="https://www.glsen.org/resources/educator-resources">https://www.glsen.org/resources/educator-resources</a>