Type 2 Charter Application

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL (LCTCC)

Contents	Page Numbers	Total Pages
Executive Summary	i - ii	2
Application Narrative	1 - 65	65
Appendices	66 - 234	169

EXECUTIVE SUMMARY

ES.1 - Mission and Vision. MISSION - Louisiana Community and Technical College Charter School (LCTCC) re-engages Louisiana's over-age and under-credited students, young people who have fallen behind in or left a traditional high school, and accelerates each to a high school diploma, industry-based credentials, and college credit, so every graduate steps directly into a career or continued postsecondary education. These are young people who never stopped wanting a future; they stopped being offered one that fit their lives. Recovering this population requires a school organized around where students are academically rather than their age, delivered through a flexible hybrid of in-person and online learning on the statewide infrastructure of the Louisiana Community and Technical College System (LCTCS).
VISION - Governed by an independent nonprofit board and led by founding School Leader Dr. Michelle Clayton, LCTCC opens at Baton Rouge Community College (BRCC) with grades 9-12 in Year 1, then scales across the LCTCS campus network to a statewide Type 2 school of 5,000 students by Year 5. Every student is dually enrolled with an LCTCS college from day one. Students advance through competency-based phases (Foundations, Journey, Capstone) keyed to credit attainment rather than grade-level identity, so a student who arrived as "a dropout" graduates as someone who finishes things and is valued for it: LCTCS, which already serves these students in adult education, recovers them on time, in a replicable, fiscally sustainable model no standalone charter could assemble.

(a) Students and community. LCTCC will be open to all Louisiana high school students under its statewide Type 2 jurisdiction, with one admission requirement, a minimum age of 16 at enrollment, fitted to the college campus and the population it is designed to reach: over-age, under-credited students, behind in credits, chronically absent, off-track, or already departed for adult education. Most are economically disadvantaged and many are first-generation college-goers. They are working, parenting, and caregiving while looking for a way back, and they know exactly what went wrong: in the school's founding survey, three quarters of respondents had themselves left high school before graduating, and the barrier they named most was not failure but falling behind and believing they could not catch up. The community is the families, neighborhoods, and parishes where dropout is concentrated, anchored in Baton Rouge for pilot recruitment, with employers as pathway/hiring partners, and written support from Gov. Jeff Landry.

(b) Success. A student who enrolls two years behind, or already out of school, graduates with a diploma, stackable credentials, and transcripted college credit, stepping directly into employment or LCTCS matriculation. School-level success is meeting the five-year LEAP 2025, ACT, and cohort graduation targets (EPC.12); state-level success is a measurable reduction in the roughly 7,500 students lost from grades 7-12 each year and a proven re-engagement model BESE can hold accountable and replicate.

(c) Alignment with R.S. 17:3972. The model is organized around economically disadvantaged students (§A) and advances each §B(1) purpose: improving learning by recovering students the system loses; increasing access to dual enrollment, credentials, and college facilities; pioneering an innovative true-hybrid, statewide, workforce-acceleration model with a public college system; measuring results through the state accountability system plus credential, transition, and employment outcomes; and creating new teacher roles, as a new, independent public charter (§B(2)-(3)).

ES.2 - Anticipated Student Population and Educational Need. (a) In its pilot years LCTCC operates from BRCC, 201 Community College Dr., Baton Rouge, LA 70806 (East Baton Rouge Parish), serving grades 9-12. The students are already in Louisiana's public systems: 7,920 sixteen-to-twenty-one-year-olds (3,700 of them 16 or 17) were working toward an equivalency credential in LCTCS adult education in 2024-2025, and 6,470 more students in grades 9-12 dropped out that year; LCTCC could fill its first campus sixteen times over without recruiting a single student the K-12 system currently serves. The defining needs: an on-time diploma, credentials with labor-market value, flexible hybrid scheduling, and intensive wraparound support. **(b) Main challenges and responses:**

Main challenges	LCTCC responses
Students leave K-12 without a diploma at scale (7,568 in grades 7-12 in 2024-2025, even at	Early identification with district, CTE, and Jump Start counselors via the ConexED early-alert CRM; an

the record 85% rate), and the existing alternative, adult education at ~$300-$500 per participant, comes too late.	accelerated, competency-based hybrid pathway with Success Navigators, on full MFP funding so recovery is resourced as the K-12 education it is.
Career-oriented students cannot access enough credential-bearing seats despite strong demand and wages (regional medians ~$55K-$71K).	Co-location on LCTCS campuses using existing labs and technical faculty; the diploma paired with IBCs, dual enrollment, and work-based learning; automatic matriculation so credentials keep stacking.
Non-academic barriers (food, transportation, childcare, mental health, finances) interrupt and end these students' education.	A wraparound model on infrastructure LCTCS already runs at all twelve colleges: food, transportation, and childcare support, counseling at 250:1, disability and language services, and case management.

ES.3 - Education Plan. LCTCC is a nontraditional workforce-acceleration high school: students simultaneously earn a diploma, Jump Start 2.0 industry-based credentials, and dual enrollment credit through a true hybrid model integrating in-person instruction, labs, and secure assessment at LCTCS learning pods with online coursework via Canvas. Core methods: accelerated, competency-informed credit attainment; embedded technical instruction in college labs; an intensive Success Navigator coaching relationship managing each student's plan; flexible rotating schedules; and pathways aligned to employer demand with Louisiana Works. The school opens with the full 9-12 span at BRCC and grows by activating pods (Bossier Parish, Delgado, South Louisiana, Northwest, Northshore) toward a budgeted 5,000 students in Year 5. **(a-b) Minimum and budgeted enrollment per grade level per year:**

Grade	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	At Capacity
9	200	313	500	900	1,300	1,950
10	150	313	600	950	1,300	1,950
11	75	300	495	739	1,200	1,800
12	75	250	495	738	1,200	1,800
Minimum	425	1,000	1,777	2,828	4,250	6,375
Budgeted	500	1,176	2,090	3,327	5,000	7,500

Projections are grounded in the population LCTCS serves today: grade levels mirror the credit-level distribution of current adult education students, and budgeted Year 1 enrollment is roughly one percent of the identified 45,700-student market (ES.2, FPC.33); minimum enrollment is 85 percent of budgeted, and the budget balances at that level in every year (FPC.35). Admission requires only age 16; if applications exceed seats, admission is by public random lottery with preferences, in order, for returning students, siblings, and corporate-partner employees' dependent children (La. R.S. 17:3991.1; draft LCTCS MOU, APX.11). **(c) More effective than current options.** LCTCC's students are the ones schools are straining to keep or have already lost; for districts, LCTCC is a partner, not a competitor, placing those students inside LCTCS's career-technical infrastructure (13,885 dual enrollment students; 81% of the state's CTE dual enrollment), so a young person the traditional model is failing still reaches adulthood with a diploma, employer-valued credentials, and an automatic next step. **(d) Virtual operator status.** Because students complete part of their learning online, LCTCC applies under the virtual operator track; full plans appear in the Virtual Operator Addendum.

ES.4 - Impact. Louisiana already pays to educate these students, later and less effectively; LCTCC will intercept them earlier and convert that loss into outcomes. Every exit is a valued one: an industry-based credential and a job, a diploma and transcripted college credit, or automatic LCTCS matriculation with the first year of an associate degree complete, each credential stacking so no progress expires when enrollment ends. LCTCC will measure these outcomes under the state's standard accountability framework (LEAP 2025, ACT, cohort grad rate), supplemented by credential, transition, and employment outcomes reported to BESE via Performance Compact, fulfilling R.S. 17:3972 and Bulletin 126.

Louisiana has built a record-setting graduation rate; LCTCC exists for the students that record still leaves behind. Every LCTCC graduate is a student the public system did not lose, a family whose trajectory just changed, and a skilled worker Louisiana's employers are already waiting for.

ES.5 - Past Charter Applications. N/A; no prior application to LDOE or any local school district.

EDUCATIONAL PROGRAM AND CAPACITY: SCHOOL ESTABLISHMENT

EPC.6 - Narrative analysis of the community, elements critical to serving the population. Louisiana Community and Technical College Charter School (LCTCC) will open its pilot campus in Baton Rouge, East Baton Rouge Parish, co-located on the campus of Baton Rouge Community College (BRCC) within the Louisiana Community and Technical College System (LCTCS). LCTCC is a high school for over-age and under-credited students, delivered through a true hybrid of in-person instruction at LCTCS campus learning pods and online coursework. As a Type 2 charter school it holds statewide jurisdiction and will expand across the LCTCS campus network as additional pods come online. In Year 1, it will launch at BRCC serving grades 9 through 12, meeting an acute and specific local need: the large and growing number of young people in Baton Rouge, ages 16 to 21, who have left high school or are on the verge of leaving it without a diploma, a credential, or a viable path to work.

EPC.6.a. Applicant's rationale for selecting the community. East Baton Rouge (EBR) Parish is the most populous parish in Louisiana with an estimated 456,180 residents, and it anchors the Capital Region economy. It is also a community of stark disparity. While the parish's median household income is $63,071, more than one in five residents (22.2%) live below the poverty line, and the parish's public schools serve a population that is far more economically disadvantaged than the parish as a whole.[1] EBR is racially balanced overall (46.6% Black and 47.4% white), yet its public school enrollment of roughly 42,000 students is approximately 80 % Black and majority economically disadvantaged; a reflection of who depends on the public system, and who is most affected when that system loses students.[2]

Baton Rouge sits at the center of Louisiana's re-engagement challenge. Although Louisiana has made meaningful progress, its four-year cohort graduation rate reaching a record 85% means that 15% of students still leave the secondary system without a diploma; in 2024-2025 alone, 7,568 students in grades 7-12 dropped out, including 6,470 in grades 9-12. EBR's own cohort graduation rate consistently trails the state average, even as the state set records.[3] Compounding the loss, nearly one in six Louisianans ages 16 to 24 is already disconnected from both school and work, and, as the state's largest population center, Baton Rouge carries a correspondingly large share of these "opportunity youth."[4]

This need is not projected; it is already enrolled, just not in high school. In 2024-25, 7,920 students ages 16-21, including 3,700 aged 16 or 17, were working toward an equivalency credential in LCTCS adult education programs, nearly sixteen times LCTCC's Year 1 budgeted enrollment, which means that **today** the founding system is already serving (at adult education funding levels and toward a lesser credential) the very students a diploma-granting re-engagement school like LCTCC would recover on time.[5]

Three primary factors make Baton Rouge the right place to launch.

1. Scale of need: the parish generates one of the largest annual counts of dropouts and disconnected youth in the state, a population whose existing recovery options reach only a fraction of those lost each year (EPC.6.b). No option in the parish pairs on-time diploma recovery with industry credentials, dual enrollment, and automatic college matriculation inside a working postsecondary environment.

2. Infrastructure: BRCC offers existing college labs, technical faculty, equipment, and student-support services that allow LCTCC to place high school students inside a working postsecondary environment from day one: an asset no traditional (or unaffiliated independent charter) high school can replicate.

3. Workforce alignment: the Baton Rouge Regional Labor Market Area projects high-growth, high-wage demand in Architecture & Construction, Manufacturing, and Health Science, sectors in which LCTCS already trains and credentials workers and in which hundreds of occupations statewide require

[1] U.S. Census Bureau, QuickFacts: East Baton Rouge Parish; ACS 2020-2024 5-year estimates.
[2] East Baton Rouge Parish School System, About Us (district profile and enrollment).
[3] LDOE, District Performance Data: EBR School System Attributes and graduation rates, 2024-2025.
[4] Invest in Louisiana, Opportunity Youth (Louisiana youth disconnection data).
[5] LCTCS Office of Institutional Research and Planning, 2024-2025 system enrollment data (on file).

exactly the postsecondary credentials and associate degrees LCTCC students will earn, at regional median wages of roughly $55,000 to $71,000.[6]

The population itself confirms this analysis: in the applicant's community-needs survey, respondents who left high school before graduating named falling behind, family and childcare responsibilities, needing to work, and not feeling welcome at school as the barriers that pushed them out, the same barriers this model is engineered to remove (EPC.8).

EPC.6.b. Performance of local schools serving a similar student population. The students LCTCC is built to recover (over-age, under-credited, chronically absent, and dropout-recovery youth), sit in three places today. Most who remain enrolled are in the parish's lowest-performing high schools, where they disengage credit by credit until they are lost. A smaller number are in recovery-oriented options: the district's alternative placements, oriented primarily to short-term behavioral placement rather than diploma recovery. JCFA EBR, a dropout-recovery charter, serves this population directly but at a scale of hundreds of seats against a need measured in thousands, and without the core embedded postsecondary pathway LCTCC proposes. The largest group is in neither: they have left enrollment entirely and will not reappear in public education until, years later and further behind, some resurface in adult education. None of the settings recovers this population at scale, and none connects recovery to postsecondary credentials, dual enrollment, AND automatic college matriculation; that is the gap LCTCC fills.

The comprehensive high schools that enroll this population are among the lowest-performing in the state. East Baton Rouge is a C-rated district in which more than 40 % of students attend D- or F-rated schools. The parish's highest-poverty comprehensive high schools, including Capitol, Glen Oaks, and Istrouma, carry F letter grades, with single-digit percentages of students demonstrating mastery on state assessments and recent declines in core subjects. These are precisely the schools that enroll the over-age and under-credited students LCTCC targets, and their performance shows the existing comprehensive model is not recovering them (EPC.6.a).[7]

The parish's dedicated options for this population are limited in scale and, for those who fully exit, route them to an equivalency credential rather than a diploma. EBR operates a Reengagement Program and a handful of alternative sites, including Northdale Academy, a small-campus alternative school for over-age students in grades 6-12, and the Moving Forward program, a dropout-recovery option for students seventeen and older and for former students who left before earning a diploma. These are an asset but serve only a small share of the affected youth. Those who exit K-12 entirely are most often re-encountered in LCTCS adult education, funded at roughly $300 to $500 per participant per year and issuing an equivalency credential rather than a diploma (ES.2.b). LCTCS is proud of that second-chance system, and its experience is precisely what teaches the lesson at the heart of LCTCC: recovering a student before the on-time diploma window closes preserves value that is difficult to rebuild afterward.[8]

EPC.6.c. How the school would serve the community more effectively than existing options. LCTCC will serve this population more effectively than the schools now serving it by designing for re-engagement from the start rather than retrofitting a comprehensive model. Four decisive differences:

Where existing options fall short	How LCTCC does it more effectively
Traditional high schools use fixed calendars, seat time, and age-graded cohorts that push out over-age, under-credited, working students.	A nontraditional hybrid model with flexible, competency-informed scheduling lets students recover credits and progress by mastery rather than seat time, with in-person pod engagement preserving support (EPC.9-11, VOA).
Alternative and dropout-recovery programs reach only a small share of	Using the statewide LCTCS campus network as learning pods, LCTCC reaches this population statewide, recovering students

[6] LWC, Louisiana Star Jobs and Occupational Employment Projections, Baton Rouge RLMA.
[7] LDOE, District Performance Data: EBR cohort graduation and annual dropout counts, 2024-2025.
[8] Heckman, Humphries & Kautz, The Myth of Achievement Tests (Univ. of Chicago Press, 2014).

Where existing options fall short	How LCTCC does it more effectively
the population and operate at limited scale.	into a diploma pathway rather than an equivalency credential (FPC.33, VOA.7).
The lowest-performing comprehensive schools produce single-digit mastery for this population and are not connected to credentials or careers.	LCTCC delivers the academic program through the evidence-based Integrated Education and Training model, pairing the diploma with Jump Start credentials and dual enrollment, drawing on the labs and faculty of the provider of 81% of the state's CTE dual enrollment (EPC.9, HSA.2-HSA.5).
Students who exit are re-encountered late, in adult education funded at a fraction of K-12, after the on-time window has closed.	LCTCC intercepts students earlier, using MFP funding for individualized case management and early-warning monitoring, applying the capacity LCTCS already uses in adult education to recover students before they drop out, eliminating the transition cliff through automatic matriculation into LCTCS programs (ES.2.b, EPC.9, HSA.6).

In short, the schools now serving this community are structured to lose these students or to recover them late and at small scale; LCTCC is structured to recover them early, at statewide scale, and to graduate them with a diploma, a credential, and a next step. That makes LCTCC an addition to the parish and state public-school capacity rather than a competitor within it: a referral partner for the students existing schools are straining to hold, not a rival for the students they serve well.

EPC.6.d. Partnerships or contractual relationships central to operations or mission. LCTCC's model depends on a small number of clearly defined partnerships, each governed by board-approved, arm's-length agreements preserving the independence and sole accountability of the LCTCC nonprofit board (OPC.17, OPC.23). The anchor relationship is the MOU establishing LCTCS as corporate partner under La. R.S. 17:3991.1: LCTCS provides in-kind and embedded services (CPA.1), and its board representation remains below a majority.

Partner	Role and what it provides	Instrument
Louisiana Community and Technical College System (LCTCS), corporate partner (R.S. 17:3991.1)	Provides campus facilities/utilities, operational support and technical assistance, learning-pod instruction and course delivery through technical and college faculty, the Canvas, Banner, Canusia, and ConexED systems, and portions of student services, all central to LCTCC's hybrid operations.	Corporate partnership memorandum of understanding: Corporate Partnerships Addendum and APX.11, OPC.20.
Baton Rouge Community College (BRCC), pilot host campus	The Year 1 host site and first learning pod: classroom and lab space, secure testing center, technical faculty, and dual-enrollment seats that anchor the in-person component of the model.	Facility, services: see APX.11, OPC.23, VOA.7.
LCTCS colleges, dual enrollment, Jump Start pathway providers	Deliver the dual-enrollment and CTE pathway coursework and the labs and credentials that make the workforce-acceleration model possible.	Dual-enrollment/pathway agreements: see EPC.10, HSA.2 through HSA.4.
Employers, workforce, economic development partners, incl. Louisiana Works	Confirm hiring demand and align industry-based credential pathways to it; as employer partnerships mature, provide internships, cooperative ed., and registered-apprenticeship placements. Louisiana Works serves as a supportive workforce partner for future employer-connected training and workplace experiences / apprenticeship access.	Employer MOUs and work-based-learning agreements as they are executed; see EPC.8, HSA.5, LA Works Letter APX.1.

The corporate partnership lends a wraparound and safety infrastructure that LCTCS already operates and will extend to LCTCC site by site as pods activate: campus police departments on four campuses with law enforcement agreements in place at the remaining campuses, contracted third-party mental health

counseling, interpreter and notetaking services, a campus safety alert system, and Maxient case management, with the underlying contracts scaling by enrollment as LCTCC students are added at each site. For transportation, LCTCC will combine public transit passes with a contracted transportation provision; operational and budget detail in FPC.32.

These relationships are central to the school's operations and mission, but none transfers governance authority or accountability to the partner; each is a service or pathway relationship documented in writing and approved by the independent board, as detailed in the governance sections and the CPA section.

EPC.7 - Overview of the anticipated student population based on local demographics. LCTCC's initial campus will be located at Baton Rouge Community College (BRCC), 201 Community College Dr, Baton Rouge, LA 70806, in East Baton Rouge Parish, and its Year 1 student population will be drawn from East Baton Rouge and the surrounding Capital Region. Although LCTCC holds statewide Type 2 jurisdiction and, as a hybrid operator, may enroll students from across Louisiana, in the pilot years it expects enrollment to come primarily from the Baton Rouge Metropolitan Statistical Area (East Baton Rouge and surrounding parishes), because recruitment, the in-person learning pods, and on-campus secure testing are all anchored at BRCC. As a Type 2 charter enrolling from a statewide zone, LCTCC will meet the statewide enrollment-zone requirements of at least 48.9% economically disadvantaged students and 10.2% students with disabilities, and its anticipated enrollment exceeds both thresholds given the target population described below.

The parish-level demographics established with citations in EPC.6.a (a majority-Black, majority economically disadvantaged public-school enrollment of roughly 42,000 students inside the state's most populous parish) define the profile of the recruiting pool. LCTCC anticipates a Year 1 population that mirrors that profile and skews further toward economic disadvantage, because it will recruit disproportionately from over-age, under-credited, and disconnected youth.

EPC.7.a. Racial and socioeconomic demographics. The figures below establish the demographic profile of the LCTCS-served population from which LCTCC will recruit. Across the LCTCS system in 2024-2025, of 83,390 students enrolled, 48,651 (58.3%) were economically disadvantaged. The system's racial composition was approximately 43% Black and 42% White, with Hispanic students, students of two or more races and Asian, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and foreign or non-resident students making up the balance.[9] Projected percentages are anchored in the two populations from which LCTCC will draw: East Baton Rouge public school enrollment, which is approximately 80% Black and majority economically disadvantaged (EPC.6.a), and the LCTCS system enrollment, which is 43% Black and 42% White. Because Year 1 recruitment concentrates in East Baton Rouge and among disconnected youth, LCTCC anticipates that approximately **65 to 75% of its enrolled students will be Black or African American, with the remaining 25 to 35% White, Hispanic, and other students, and that at least 70% will be economically disadvantaged.**

EPC.7.b. Percentage of special education students. Within East Baton Rouge Parish public schools, students with disabilities represent approximately 9 to 10 % of enrollment. LCTCC anticipates that students with disabilities will comprise at least 10.2 % of enrollment, the minimum required of Type 2 charter schools for this application cycle and has planned and budgeted above that floor: approximately 11 %, or roughly 55 of the 500 students projected in Year 1. Given the population LCTCC is designed to serve, students who left high school before graduating, many after repeated academic setbacks, the school expects actual identification rates at or above this planning figure and has built its staffing and budget model to scale accordingly. The entitlement will not depend on the colleges: LCTCC, as the local education agency, holds full IDEA and Section 504 responsibility for identifying and serving students with disabilities, and no service will depend on a student's self-disclosure to a college office. The school's own staff carry the obligation from day one: a Director of Academics, SPED & Federal Programs and three Learning Support Specialists per pod, reporting to the Pod Principal on site and functionally directed by that Director for special education service delivery, and a dedicated team staffed to the

[9] LCTCS Office of Institutional Research and Planning, 2024-2025 system enrollment data (on file).

school's 11 % planning figure, approximately 55 students with disabilities in Year 1, supported by contracted related-service providers funded through IDEA Part B. The college setting adds a layer no traditional high school offers: every LCTCS college operates an ADA disability services office, so students with IEPs learn to access adult accommodation systems before graduating into them (EPC.14.a).

EPC.7.c. Percentage of English Learners. EBR enrolls a sizable and growing English Learner (EL) population, and LCTCC will draw on LCTCS's existing EL service infrastructure: LCTCS Adult Education served 3,364 ESL participants system-wide in 2024-25 across ESL Levels 1 through 6. Based on EBR attendance-area data, where ELs are 10.1% of public-school enrollment (approximately 4,050 students, the highest EL share of any Capital Region parish and nearly double the statewide rate of 5.3%), together with the LCTCS-served EL population noted above, LCTCC anticipates that approximately 8 to 10% of its enrolled students will be English Learners. As a Type 2 LEA, LCTCC will identify and serve English Learners regardless of projected counts, as required by Title VI, the Equal Educational Opportunities Act, ESSA Title III, and Louisiana Bulletin 741, and because newcomer and limited- or interrupted-education students are over-represented among over-age, under-credited youth, it will treat this share as a planning floor rather than a ceiling.

EPC.7.d. Percentage of homeless students. LCTCC anticipates that approximately 1.5 to 2.5% of its enrolled students will be identified as homeless in any given year, anchored in the identification rates of the systems closest to the school's population: in 2024-2025, 2% of LCTCS students were flagged through homeless or at-risk indicators and the statewide rate is approximately 2.5%. LCTCC treats this projection as a planning floor rather than a cap. Housing instability is consistently under-identified, particularly among disconnected and over-age youth, so the school will build active identification into enrollment and re-engagement contact as the McKinney-Vento Homeless Assistance Act requires, with the Director of Academics, SPED & Federal Programs serving as McKinney-Vento liaison (EPC.14). Students experiencing homelessness will be enrolled and immediately connected to the school's wraparound supports and multi-channel communication systems (ES.2.b, FPC.33).

EPC.8 - Stakeholder engagement, depth of support, and any opposition. Because the school is being launched by Louisiana's statewide workforce-education system, its stakeholder engagement reflects a deliberate combination of state-level institutional partners and local, community-rooted constituencies. LCTCC has engaged the people closest to the students the school will serve, the institutions whose facilities and pathways the school will use, and the public officials and industry leaders whose support signals demand and sustainability. Engagement is continuing through the application period and into the planning year. The letters-of-support gathered to date are compiled in APX.1, and additional letters from a range of stakeholders continue to arrive.

The depth of support for LCTCC is reflected in the breadth and seniority of the stakeholders who have provided letters and partnership, starting with Louisiana Governor Jeff Landry. Support spans the statewide workforce-education system that is founding the school, the twelve host community colleges providing facilities and pathways, the Governor and senior state officials, and employer and workforce partners confirming demand, with briefings continuing for the legislative delegation and state education bodies. This combination shows that the school is wanted by the families it will serve and is backed by the institutions and officials whose resources and policy authority make it sustainable. That demand is now direct as well as institutional: in the preliminary community-needs survey, 61 of the 67 respondents answering (91%), most of whom left high school before graduating themselves, said they or a young person they know would be very or somewhat likely to enroll, and every parent and caregiver respondent said they would be very likely to encourage a young person to enroll.

As of this submission, the applicant has identified no organized opposition to the proposed school. No survey respondent expressed opposition to the school; the concerns raised were operational, and each has an answer in the design (EPC.8.b).

Of note, LCTCC does not compete with traditional schools for the students they serve well. Its target students are the ones schools are already spending heavily to keep from dropping out and the ones who

have left entirely. For districts, LCTCC is intended as a partner and an alternative resource, a place to send a student for whom the traditional model is not working, so that student still grows into adulthood with a diploma, employable skills, and credentials that employers value.

Every LCTCC graduate is a student the K-12 public system did not lose.

LCTCC will continue engaging stakeholders throughout the planning year, documenting and responding transparently to any concerns raised.

EPC.8.a. Description of the stakeholders engaged. LCTCC has engaged the stakeholder categories below, each selected because it holds direct knowledge of student need, controls a resource central to the school's model, or speaks credibly to public demand and labor-market relevance.

Stakeholder	Relevance to LCTCC	How engaged / evidence
Community and technical college chancellors	Provide host campuses, dual-enrollment seats, faculty, and the course pathways that anchor LCTCC's design.	Direct planning consultations with LCTCS leadership and host-campus administration; written letters of support from all twelve colleges, including future pod sites.
Elected and appointed public officials	Confirm public demand, policy alignment, and the statewide priority of re-engaging over-age, under-credited students.	Briefings with state leadership; formal letters of support from Governor Jeff Landry and Susana Schowen, Secretary of Louisiana Works.
Workforce and economic-development partners	Confirm hiring demand, align IBC pathways to that demand, and provide work-based learning placements as employer partnerships mature.	Collaborative strategy briefings; formal letters of support from the Louisiana Association of Business and Industry and Leaders for a Better Louisiana
Current and former LCTCS Adult Ed. students.	Represent the students and families LCTCC will serve; their input shaped scheduling, supports, pathway selection, and transportation decisions.	Listening sessions and a community-needs survey distributed through adult education and community partners (APX.1).

EPC.8.b. Strategies to solicit community input on student needs and the plan to meet them. LCTCC uses five complementary strategies to solicit community input on student needs and translate it directly into the school's design, layered so the school hears from families and students, the educators and counselors who identify candidates, the employers who will hire graduates, and the public officials accountable for outcomes.

Strategy	How input is collected	How input shaped / shapes the plan
1. Structured community listening sessions	Sessions with parents, caregivers, and students in EBR Parish at accessible evening and weekend times and locations.	Input on barriers (work and childcare schedules, transportation, prior school experience) informs flexible scheduling, wraparound supports, and re-entry design.
2. Community needs survey	Distributed through adult-education, WorkReady U, HSE, and employer networks; 72 responses to date from parishes across the state, with collection continuing.	Preliminary results quantify demand (91% very or somewhat likely to enroll) and rank the supports families most need: career-connected learning and coach-and-advisor support were rated the top design elements and health sciences the most requested pathway. Findings are cited in the program-design sections (EPC.9, HSA.2) and drove two design adjustments (EPC.8.b, APX.1)
3. One-on-one educator consultations	Meet with local CTE coordinators, Jump Start counselors, principals on how over-age, under-credited students are identified, served.	Refines student-identification approach, the lottery preference for returning students, credit-recovery structures, and counselor caseload design.

Strategy	How input is collected	How input shaped / shapes the plan
4. Employer and industry roundtables	Roundtables with workforce-development boards and regional employers to align pathways to documented hiring demand.	Determines which Jump Start 2.0 pathways and IBCs the school offers in Year 1 and structures work-based learning opportunities as employer partnerships mature.
5. Briefings for officials and system partners	Briefings for BESE, legislators, the Board of Regents, and LCTCS leadership on the model and projected outcomes.	Aligns the school's academic and financial goals with state priorities and the Louisiana Charter School Performance Compact and secures sustaining commitments.

Preliminary survey results and how input shaped the plan. Preliminary results validate both the need and the design: of the 72 responses received to date, 52 of the 69 answering (75%) left high school before graduating, so the input comes directly from the population the school is designed to recover rather than from proxies. Respondents named the same barriers the model is built around: falling behind and feeling unable to catch up (19% of all barrier selections), family responsibilities (13%), needing to work and earn money (10%), and not feeling welcome or supported (10%), with write-in responses adding childcare, transportation, and mental health.

When asked to rate the elements of the proposed model, respondents validated every core design element: each was rated very important by 61 to 93% of those answering, led by learning that leads directly to a job or career (93%) and a coach or advisor who checks in and connects them to help (84%), direct validation of the workforce-acceleration and Success Navigator designs (EPC.9); the item-by-item results appear in the table below. Asked how likely they or a young person they know would be to enroll, 61 of 67 (91%) answered very or somewhat likely, including 52 (78%) very likely.

Health sciences and nursing was the most requested career area, drawing 35 of 159 career-area selections (22%), followed by business and hospitality (14%), education and human services (13%), construction and skilled trades (13%), and information technology and cybersecurity (11%), with write-in responses adding fields such as mechatronics and electrical engineering that map to the Manufacturing pathway. This interest profile maps directly onto the five Year 1 pathways (HSA.2, HSA.4). Although the survey was distributed through Baton Rouge area partners, only 19% of the respondents identifying a location were in EBR: responses also arrived from Bossier (13%), Caddo (14%), and Orleans (13%) parishes, from Jefferson (10 %), and from a long tail of other parishes (30 % of responses), unsolicited evidence of demand beyond the pilot parish that corroborates the statewide pod expansion plan (ES.3, VOA.7). All 9 parent and caregiver respondents who answered said they would be very likely to support or encourage a young person to enroll, and every one of them identified a safe and welcoming environment, job skills and credentials, support services, and a staff member who keeps track of their child and communicates with them as what they most want from the school. The survey instrument and full results are in APX.1.

Input has already shaped the plan in two documented ways. First, respondents (including a parent) asked how younger students will be kept safe in a setting that also serves adults; in response, LCTCC will schedule students in age-banded cohorts within the supervised learning pods (VOA.3). Second, respondents asked for help with childcare; in response, LCTCC added childcare navigation and referral to the wraparound-support catalog coordinated by Success Navigators (ES.2.b, FPC.32).

Design element (survey item)	Rated "very important"	Where it lives in the plan
A coach/advisor who checks in and connects me to help	54 of 64 (84%)	Success Navigator, EPC.9
Learning that leads directly to a job or career	63 of 68 (93%)	IBC pathways, HSA.2-HSA.5
Learning both online and in person	50 of 62 (81%)	True hybrid model, EPC.11, VOA

Design element (survey item)	Rated "very important"	Where it lives in the plan
Classes at a nearby community college	51 of 64 (80%)	Campus learning pods, EPC.6, VOA.7
College credit while finishing high school	48 of 61 (78%)	Dual enrollment, HSA.3
Flexible day or evening schedule	54 of 66 (81%)	Rotating flexible schedules, ES.3, EPC.9
Support with childcare or transportation	37 of 61 (61%)	Student supports, ES.2, FPC.32, VOA.8

Beyond the application period, LCTCC will convene a Design Advisory Council as a standing engagement structure: students (including LCTCS and LCTCC student government representatives), parents, employer partners, and BRCC representatives will meet at least twice each year to advise the school leader and board on student experience and program design. Input received through these strategies is reflected in concrete program-design decisions, including scheduling options, pathway selection, transportation, and the catalog of wraparound supports.

Appendix 1 – APX.1: Evidence of Community Support

EDUCATIONAL PROGRAM AND CAPACITY: ACADEMIC PLAN

EPC.9 - Overview of the proposed school model and key design elements. EPC.9.a. Key design elements that reflect the school's mission and vision. LCTCC is a nontraditional, workforce-acceleration public high school operated on the campuses of the Louisiana Community and Technical College System (LCTCS). Its central design decision is that LCTCC hires no instructional staff of its own. Every course a student takes is one of two things: an LCTCS college course taken through dual enrollment, which will account for the majority of coursework beyond the Foundations phase and which students attend in person on rotation days and continue through Canvas between them, or an online course delivered through Canvas, the system's learning management platform. Every student will be dually enrolled with LCTCC and an LCTCS college from the day of enrollment, and LCTCS academic policies will apply to LCTCC students in their college courses. The key design elements are:

- **True-hybrid delivery on college campuses.** Students will combine in-person learning at LCTCS campus learning pods (beginning at BRCC) with online coursework in Canvas, on rotating schedules built around each student's courses, work, and family obligations. In-person time carries college classes, labs and pathway work, Success Navigator sessions, related services, and secure state assessment. There is no time when all students are on campus at once, and the in-person share of the program exceeds the 20% threshold that defines the virtual-operator requirement (calculation in the VOA). Rotation blocks will be scheduled so that younger students (16-17) attend in cohorts grouped separately from older students (18-21) wherever campus capacity allows, with the Pod Principal supervising arrival and movement, answering the campus-safety question families raised in the survey (EPC.8) and giving host campuses a predictable, supervised footprint for minors.
- **Dual enrollment as the primary instructional delivery.** The substantial majority of coursework beyond the Foundations phase will be delivered as BRCC dual enrollment taught by SACSCOC-qualified faculty, attended in person on rotation days and continued through Canvas between them, so a single instructional hour stacks Carnegie-unit progress, transcripted college credit, and industry-credential progress at once.
- **An LCTCC-built Canvas core for grades 9 and 10.** The core courses the colleges do not offer (English I, English II, Algebra I, Geometry, and other 9-10 requirements) will be built in Canvas by LCTCC from the Tier 1 curricula identified below and delivered as LCTCS courses, experienced as guided asynchronous instruction supported in person on campus by Success Navigators.
- **The Success Navigator caseload model.** Every student will have a Success Navigator who builds the student's individualized Academic Completion Plan (ACP) at intake and manages it with the student through graduation. The Navigator relationship is what separates LCTCC from traditional dual enrollment or CTE programming, where a student is handed a college schedule and left to

manage it alone. At a caseload of one Navigator per 50 students, each Navigator works the plan in partnership with the student: monitoring Canvas early alerts, tasks, and milestones; helping the student think through academic, work, and life problems before they cost credits; hosting required structured study sessions and supervised study blocks at the pod; delivering the LEAP preparation component in EOC-bearing courses (EPC.10.a) and, as needed, direct instruction (HSA.3); verifying that the student is actually receiving every support and service available to them, from tutoring to wraparound referrals; and running the engagement-escalation protocol (HSA.6, VOA.4). The ACP incorporates and exceeds the state's Individual Graduation Plan (IGP) requirement.

- **Competency-based, individualized progression through three phases.** Students advance through Foundations, Journey, and Capstone phases keyed to verified credit attainment rather than grade-level identity, moving as fast as mastery allows. The progression architecture, including intake diagnostics, paired credit and competency maps, phase criteria, and accountability alignment, is detailed below.
- **Wraparound services.** Wraparound services. Food, transportation, and childcare navigation support, mental-health counseling, campus health services, disability and language services, benefits screening and referral, and case management, delivered on infrastructure LCTCS already operates across its colleges and coordinated for each student by the Success Navigator. These are operating services, not plans, documented in a system-wide inventory across the twelve colleges, with contracts scaling by enrollment as students are added at each site (EPC.6.d, EPC.14, FPC.32).
- **Credential-and-degree stacking with automatic matriculation.** Students earn a Louisiana diploma alongside Jump Start 2.0 industry-based credentials and dual enrollment credit on the TOPS University and TOPS Tech pathways, with automatic matriculation into LCTCS colleges at graduation; credentials keep stacking, and employer-connected training added as partnerships mature.

LCTCC replaces the organizing fiction that too often fails this population: that a student is defined by the grade level their age suggests. An over-age student placed in a 9th grade homeroom with 14-year-olds has been handed a daily reminder of being behind; too many disengage once again. LCTCC removes that architecture entirely. A student at LCTCC is not a 16-year-old in the 9th grade; that student is an LCTCC student on an individualized, competency-based journey toward a diploma, industry credentials, and college credit, and the school's structures, language, and celebrations are built around progress on that journey rather than age-grade placement. Each core design element has been validated by the population the school will serve: in the applicant’s preliminary community-needs survey, every core design element was rated very important by strong majorities of those answering, led by career-connected learning and a coach or advisor who checks in (EPC.8, APX.1).

How progression works. At intake, every student receives a TABE 13/14 assessment diagnosing foundational skill levels in reading, language, and mathematics (TABE CLAS-E for English learners), a full transcript audit establishing verified Carnegie units earned, and an Academic Completion Plan (ACP) built with their Success Navigator. From these, two linked maps are built in Canvas. The credit map lays out every Carnegie unit still required for the student's chosen diploma pathway and sequences the courses that earn them. The competency map breaks each course into the mastery evidence that completes it, aligned to the Louisiana Student Standards and, where applicable, to the state EOC assessments. Because coursework is competency-based, students advance the moment mastery is demonstrated, a unit in seven weeks for one student and sixteen for another, with Learning Support Specialist intervention triggered by early alerts rather than by semester failure. A student who does not pass an EOC or LEAP 2025 assessment continues working the relevant competency strand and retests at the next administration; a failed test slows a student's timeline, but it never removes their path to the diploma and it never sends them back to repeat a course they already mastered.

The three phases. Students advance through three phases keyed to verified credit attainment:

Phase	Credit position	Focus	Advancement milestones
Foundations Entry to ~8 units	Intake and early credits	Diagnostics, Academic Completion Plan, foundational skill building driven by TABE results, first course completions designed for early wins, onboarding to Canvas and campus	Foundational skill benchmarks met; first units verified; pathway selected
Journey ~9 to 16 units	Core accumulation	Pathway coursework, first dual enrollment courses on campus, Basic-level industry credential, employer-connected training and exposure to workplace experiences as available	On-pace credit accumulation; first IBC earned; dual enrollment GPA established
Capstone 17 units to completion	Completion runway	Remaining units / EOCs, Adv. IBC or approved credential bundle, college coursework toward associate degree, transition planning, FAFSA completion, automatic matriculation election	Diploma requirements complete; credential stack complete; postsecondary placement confirmed

Phase advancement is a public milestone the school celebrates the way traditional schools celebrate grade promotion, and phase identity carries momentum rather than deficit; movement can happen at any point in the year, so a student entering in November with 11 verified units enters as a Journey student that day.

Accountability alignment. The phase structure governs culture, advising, and pacing; it does not alter any state obligation. Every student is mapped to a grade-level designation consistent with LDOE requirements and the state student information system, and LCTCC administers every required state assessment on the standard calendar (EPC.12, EPC.13): phases sit on top of Louisiana's credit and assessment architecture, not in place of it.

EPC.9.b. Rationale for the model and design elements, citing research and evidence of success. The rationale rests on a documented evidence base for applied, career-embedded instruction and on LCTCS's existing institutional capacity. Integrated Education and Training (IET), the contextual delivery of academic content within occupational instruction, is codified in WIOA (§463.35-463.37) as the required career-pathways approach for adult education and is grounded in Washington State's I-BEST research. The What Works Clearinghouse (2021) found that I-BEST produced statistically significant positive effects on credential attainment, and the Community College Research Center found that I-BEST students were significantly more likely to earn educational awards than comparison students.[10] The College and Career Readiness Standards (CCRS) that govern LCTCS Adult Education instruction share identical anchor standards and mathematical practices with the Louisiana Student Standards; the divergence between the frameworks lies in the context of delivery, not in the skills developed.

This applied, career-embedded design is an acceleration strategy. Because most LCTCC coursework is a college course, every instructional hour carries stacked value: Carnegie-unit progress, transcripted college credit, and progress toward an IBC, earned simultaneously rather than sequentially. Competency-based progression removes the seat-time drag that holds a capable student in place and lets a student who is behind close the gap on demonstrated mastery. For students who disengaged from decontextualized instruction, delivering the same Louisiana Student Standards through occupational and real-world context is precisely what re-engages them, and the college campus replaces the identity of a struggling high school student with that of a respected scholar in college.

Success will be measured under the same accountability system as every traditional Louisiana high school: LEAP 2025, the ACT, the cohort graduation rate, and a School Performance Score. The design is not experimental: each core component has been validated at scale by a named national model, and LCTCC adds the combination of those components on infrastructure a statewide system already operates.

Gateway to College, launched at Portland Community College in 2000, operates through more than 30 programs in 19 states, re-engages students ages 16 to 21 via dual credit coursework on community

[10] Zeidenberg, Cho & Jenkins, Washington State's I-BEST: New Evidence of Effectiveness (CCRC, 2010).

college campuses: more than 10,000 diplomas earned, roughly 20 college credits per graduate, and a majority continuing in postsecondary education (Gateway to College National Network).

The Excel Center, Goodwill's tuition-free high school for over-age learners (50 schools across 24 states), demonstrates diploma attainment, not equivalency, through flexible scheduling, individual coaching, and embedded industry credentials: more than 16,000 graduates since 2011, over 11,000 industry certifications, and independently documented post-graduation earnings gains.[11]

North Carolina's Cooperative Innovative High Schools, more than 120 small public high schools on college campuses (N.C. Gen. Stat. 115C-238.50), are the most rigorously tested version of the campus placement itself: randomized longitudinal studies found higher attendance, fewer suspensions, higher on-time graduation, and substantially greater college credit attainment than matched peers.[12]

P-TECH, launched by IBM with the New York City schools and CUNY in 2011 and replicated in hundreds of schools worldwide, demonstrates the diploma, college credit, and industry credential stack LCTCC adopts: MDRC's randomized evaluation found students 30 percentage points more likely to take college courses in high school and 6.4 additional college credits by year four.[13]

Each model validates a core component of LCTCC's design: Gateway to College, **re-engagement through dual credit on a college campus**; the Excel Center, **diploma acceleration through coaching and credentials**; North Carolina's CIHS, **the campus setting** itself, tested statewide; P-TECH, **the credential-and-degree stack**. What none began with is what LCTCC starts with: a single corporate partner already operating twelve colleges statewide, dual enrollment infrastructure already serving 13,885 students, and the adult education system these students would otherwise enter. LCTCC is the first to combine all four validated components on that existing infrastructure.

LCTCS's own Adult Basic Education (ABE) outcomes for the comparable population reinforce the case: among 2024-25 ABE participants, the group most directly comparable to LCTCC's entering students, 49.55% achieved a Measurable Skill Gain (a full NRS educational-functioning-level gain, roughly one to two grade levels in a single program year), and 65.25% of pre- and post-tested participants achieved an EFL gain, including over 70% at ABE Levels 1 and 2. Those results came under conditions materially less favorable than LCTCC will provide (voluntary participation, 6 to 10 instructional hours per week, minimal wraparound support); LCTCC will serve the same population with structured instructional time, compulsory attendance, individualized ACPs and case management, and full wraparound support, and is designed to move students through the same academic levels at substantially higher rates.

Finally, LCTCS brings what a brand-new operator cannot replicate: twelve colleges with existing Canvas infrastructure, CCRS-aligned adult education instruction and TABE systems, 35% of all state dual enrollment and 81% of CTE dual enrollment, and Jump Start pathway capacity across multiple sectors with existing employer relationships and IBC infrastructure. LCTCC applies an existing institutional model in a new credential context rather than building from scratch.

EPC.10 - Curriculum and instructional materials selection. EPC.10.a. Evidence the curriculum meets Louisiana grade progression and graduation requirements. LCTCC does not adopt a single vendor's program across its catalog. The course catalog draws from two sources: LCTCS college courses taken through dual enrollment, and courses leveraging Tier 1 curricula delivered in Canvas by LCTCC to cover the foundational content the colleges do not offer. The existing LCTCS catalog already covers the upper-level Carnegie units for both diploma paths, including dual enrollment courses in English Composition, Literature, College Algebra, Statistics, Biology, Anatomy and Physiology, History, Government, Psychology, Economics, and the arts, all on the TOPS University or TOPS Tech approved lists, plus CTE courses across healthcare, IT, trades, and business aligned to Jump Start pathways.

[11] Goodwill Excel Center; Results for America catalog; Notre Dame LEO earnings research.
[12] Edmunds et al. (SERVE Center, UNC Greensboro), randomized longitudinal studies of NC early colleges.
[13] Rosen et al., Bridging the School-to-Work Divide (MDRC, 2020); On Ramp to College (MDRC, 2022).

The foundational 9th- and 10th-grade courses are built in Canvas around state-reviewed curricula, not authored from scratch. English I and English II use the ELA Guidebooks (Imagine Learning Guidebooks, English I-IV), the Tier 1 curriculum developed with LDOE and openly available without a required license fee; per-student costs are limited to the core text sets (Romeo and Juliet, A Lesson Before Dying, The Joy Luck Club, The Immortal Life of Henrietta Lacks, Things Fall Apart, Life of Pi) and optional digital access. Algebra I and Geometry use Savvas enVision Algebra I and enVision Geometry, both Tier 1, delivered through one-year digital courseware with student companions and assessment workbooks, and a teacher resource package for Success Navigators who provide direct instruction. Biology I uses OpenSciEd Biology in the Activate Learning certified version, Tier 1, openly licensed for download, printing, and adaptation, with optional student and teacher digital environments. The second science unit on the Career pathway is Earth Science, built to the Louisiana Student Standards and documented against the Instructional Materials Review (IMR) quality indicators through the local review process described in EPC.10.b, since no high school Earth Science program currently holds a state Tier rating; University Diploma students meet the Chemistry expectation through Canvas coursework built on the Tier 1 Activate Learning OpenSciEd Chemistry materials or through chemistry dual enrollment where placement allows. Civics and U.S. History (World Geography on the University sequence) are built directly from the Louisiana social studies standards, sample scope and sequence, and learning progressions, which LDOE provides without charge; because standards are not a complete curriculum, LCTCC has budgeted for supplemental readings, maps and atlases, assessment development, and curriculum planning time. The CCRS-aligned instructional strategies and TABE 13/14 diagnostics that LCTCS Adult Education uses at NRS Levels 5 and 6 remain core to the design as the re-engagement scaffold within these courses, supporting placement, acceleration, and credit recovery for students entering below grade level, rather than serving as the content base. Materials costs are modest, recur annually, and are carried in the budget (FPC.31): approximately $33 to $44 per ELA student for text sets, approximately $64 per mathematics student plus a $558 per-teacher resource package, no license cost for OpenSciEd, a $25 per-student social studies allocation, and a replacement-copy allowance. In addition, every Canvas-delivered course with a corresponding LEAP 2025 end-of-course assessment will include an embedded LEAP preparation component: assessment-aligned practice, item review, and targeted re-teaching blocks administered by Success Navigators at the pods under the supervision of the regional Dir. of Academics, SPED & Federal Programs, so preparation for the state assessment is a scheduled part of the course rather than an optional add-on (EPC.13, EPC.14.c).

The catalog is organized into two tracks. **Career Diploma and Jump Start** students (the anticipated majority) will complete the foundational Carnegie-unit requirements plus targeted preparation for the state assessment threshold, with the bulk of instructional time in CTE pathway content governed by the Jump Start and Industry-Based Certification (IBC) frameworks; Applied Geometry I (160332) is available as a Geometry substitute on the Tech path. **University Diploma** students (the anticipated minority) will complete the full Carnegie-unit scope, with foundational courses delivered through the Canvas courses above and upper-level requirements met through LCTCS dual enrollment courses on the TOPS University approved list. Because the Applied Geometry I substitute is not available through LCTCS course offering, University Diploma students complete the full enVision Geometry scope, including transformations, formal proof, and trigonometric ratios.

EPC.10.b. Evidence the curriculum aligns to IMR rubric quality indicators. For the core of the foundational catalog, the evidence is the state's own review: ELA Guidebooks (English I-IV), enVision Algebra I and Geometry, and Activate Learning OpenSciEd Biology and Chemistry each hold Tier 1 ratings on LDOE's annotated reviews, the highest quality designation the IMR process awards. For courses where no rated product exists (Earth Science, the standards-built social studies courses, Health, Financial Literacy, PE), IMR alignment is documented through the course-development process: a standards-alignment map by domain, text-complexity documentation, rigor indicators mapped to IMR criteria, and summative alignment to LEAP 2025 task types. Course design will be led by staff holding Quality Matters certification, the national standard for online course quality assurance, applying its rubric

to every LCTCC-built Canvas course. Dual enrollment coursework carries college-level rigor by definition and is governed by LCTCS course approval and articulation standards.

EPC.10.c. If applicable: materials for a specific academic focus (e.g., STEM). Not applicable as a separate academic focus. LCTCC's pathway emphases are addressed in HSA.2 through HSA.5.

EPC.11 - Detailed hybrid learning plan. Not applicable; LCTCC is applying as a hybrid virtual operator. Because online delivery is a permanent feature of the model rather than a contingency, continuity of instruction during a campus closure or emergency is inherent: coursework, attendance capture, tutoring, and navigator contact all continue through Canvas, as described in the VOA.

EDUCATIONAL PROGRAM AND CAPACITY: ACADEMIC GOALS

EPC.12 - Measurable academic goals for each of the first five years. LCTCC will set and measure its academic goals within Louisiana's high school accountability system, centered on LEAP 2025 assessment results, ACT performance, cohort graduation rate, and diploma strength. Two internal measures are added because they show whether the model is doing its distinctive work: credit accumulation on-pace, which shows whether students who enter behind are accelerating, and IBC attainment, which indicates whether the workforce pathway is delivering. Y1 is a baseline-establishment year for a brand-new population of re-engaged students; measurable targets begin in Y2 and rise annually. The targets are set for a population that enters multiple years behind: ambitious against that starting point, honest against the state distribution, and promising credible, compounding growth under the standard system.

Measure	Year 1	Year 2	Year 3	Year 4	Year 5
LEAP 2025 ELA and mathematics (English I, English II, Algebra I, Geometry EOCs)	Establish baseline; 100% of eligible students tested	≥40% Basic+; ≥15% Mastery+	≥45% Basic+; ≥18% Mastery+	≥50% Basic+; ≥21% Mastery+	≥55% Basic+; ≥25% Mastery+
ACT composite score / ACT WorkKeys	Est. baseline	Avg ≥16.5; ≥50% Silver+	Avg ≥16.8; ≥55% Silver+	Avg ≥17.2; ≥60% Silver+	Avg ≥17.5; ≥65% Silver+
Cohort graduation rate	Est. baseline; ≥70% of Capstone students graduate	Four-year cohort ≥55%	Four-year ≥60%; five-year ≥65%	Four-year ≥65%; five-year ≥70%	Four-year ≥70%; five-year ≥75%
Credit accumulation on-pace rate (% of students meeting annual ACP credit targets)	Est. baseline; ≥50% of students ≥12 instructional weeks on pace	≥60%	≥65%	≥70%	≥75%
IBC (% of Jump Start pathway completers earning ≥1 IBC)	≥65%; est. baseline	≥70%	≥75%	≥78%	≥80%

Notes. All numeric thresholds are proposed for board adoption with the charter and will be memorialized in the Performance Compact. LEAP 2025 targets apply to all students per the state assessment schedule; ACT targets apply per the state administration; WorkKeys targets apply to Jump Start students. TABE Educational Functioning Level gain is retained as an internal leading indicator for students working below the assessment threshold, and dual enrollment completion, persistence, attendance, and six-month post-graduation enrollment or employment are tracked as internal and Performance Compact measures.

Beginning with the school's first SPS, LCTCC targets positive year-over-year growth in every subsequent year, on a trajectory sufficient to meet renewal expectations by the end of the charter term.

EPC.12.a. How the school will establish baseline data. With no prior cohort to benchmark against, LCTCC will establish baselines from four sources, three collected at Y1 intake: TABE 13/14 diagnostics (TABE CLAS-E for ELs), establishing the academic functioning-level distribution; a transcript audit, establishing credit gaps, phase placement, and diploma-pathway placement; and each student's prior LEAP 2025 history from state records, establishing where students stood before enrolling. The fourth

source is the school's first state assessment administration: Y1 LEAP 2025 and ACT results constitute the Y1 cohort baseline against which the Y2 through Y5 targets are measured. Because no comparable Louisiana re-engagement charter operates at scale, year-over-year improvement is the primary benchmarking frame, supplemented by comparison to statewide results for students with similar entering profiles as data allow.

EPC.12.b. Plan for collecting data (R.S. 17:3911). As an LEA, LCTCC will meet R.S. 17:3911 by collecting and reporting student-level data through the state's information and reporting systems, in a secure system with role-based access and full FERPA compliance, with every student carrying an attribute in the shared LCTCS and school systems so all data disaggregate by subgroup. The school will collect: TABE 13/14 results at enrollment and annually or following significant intervention; Canvas learning-management analytics (attendance, engagement, task and milestone completion, early alerts, and formative-assessment data) continuously, reviewed weekly; LEAP 2025 and ACT results through LDOE's state assessment administration, reported per Bulletin 118; IBC results from credentialing bodies, reported to the Jump Start regional team; dual enrollment grades through LCTCS's existing Banner system; attendance and discipline data per state reporting requirements, with case management documented in Maxient (EPC.15); and postsecondary enrollment or employment at six months after graduation through graduate follow-up and available state data matches.

EPC.12.c. Plan to establish student performance goals. The LCTCC board will adopt the five-year goals above with the charter and will memorialize them in the Performance Compact executed with BESE. Founding Executive Director (who serves as the School Leader as defined in this application) Dr. Michelle Clayton will report progress against every measure to the board on a quarterly cycle, and the board will conduct a formal annual review each fall, when School Performance Scores and assessment results are released, comparing actual performance to the adopted targets and to Performance Compact expectations. Where results run ahead of targets, the board will raise subsequent-year thresholds; where results fall short, the annual review will require a written improvement response from the E.D. specifying the instructional, staffing, or scheduling changes to be made. Revisions to adopted goals will follow a defined protocol: proposed by the E.D. with supporting data, adopted by board vote, and submitted to the authorizer where a material amendment is required. Interim calibration runs through the weekly and semester data cycles described in EPC.13.b.

EPC.12.d. Core components of professional development supporting the educational program. Curriculum-specific training anchors the professional development calendar. Every Success Navigator delivering a foundational Canvas course completes the publisher training for the program they teach: the enVision teacher resource package for each mathematics course taught, the OpenSciEd implementation webinar series for Biology, and ELA Guidebooks training built from LDOE's open implementation resources. All associated costs are carried in the budget (FPC.31). Quality Matters-certified staff train every course builder on the QM rubric before a Canvas course goes live and returning staff complete refresher training whenever a curriculum edition or state assessment specification changes. This curriculum-specific strand runs alongside the data-analysis professional development described below, so that staff are trained both in the materials they teach and in acting on the data those materials generate.

The professional development model targets three audiences: LCTCS college faculty and adjuncts teaching LCTCC students (self-paced modules and dedicated strands at college convocations), Success Navigators (the intensive onboarding and continuing sequence), and LCTCC administrative and support staff. The core components are:

- **LCTCS Master Teacher Seminar.** A recurring seminar bringing together supporting faculty across colleges, Success Navigators, and LCTCC staff around the shared work of teaching this population: examining student work and data, aligning expectations across college courses and the Canvas core, and spreading what works from pod to pod, connecting a faculty that does not share a single building.
- **Pedagogy of over-age, under-credited learners.** Adult-learning-informed methods applied to re-engaged youth: contextualized and applied instruction, competency-based feedback, respect for

learner autonomy/lived experience, re-engagement practices for those whose schooling ended in failure/exit.
- **Serving younger students on a college campus.** Required training for all faculty and staff who work with LCTCC students: classroom management in mixed-age college classrooms, mandated reporting obligations for minors, and Title IX and power-based violence protocols as they apply when high-school-age students learn on a college campus.
- **Canvas facilitation, early-alert response, and data use.** Reading Canvas engagement dashboards, interpreting formative and competency-map data, triggering and responding to early alerts, and participating in the weekly data cycle, trained at onboarding with an annual refresher. TABE administration and interpretation training is inherited from LCTCS Adult Education
- **Special education and accommodations bridge training.** How IEP and 504 accommodations will be implemented in college courses and in Canvas, the respective obligations of LCTCC (which holds IDEA responsibility) and college faculty, and how faculty flag concerns to the student's Success Navigator and LCTCC's special education staff (EPC.14).

These components are operationalized through two standing structures: a weekly data-driven meeting, in which Success Navigators, the Pod Principal, and the site's Regional Dir. of Student Success review Canvas, attendance, and ACP indicators, identify students needing intervention, assign action, and document follow-up; and the annual program review, in which cohort-level outcomes drive curriculum adjustment, pathway-viability decisions, and the following year's professional development priorities. A preliminary PD cadence, to be finalized based on pod-specific student outcomes and staff needs:

Timeframe	Professional Development Focus
July 2027 (pre-opening institute, two weeks)	All-staff induction: mission and school model; Success Navigator coaching and caseload practices, including Check & Connect; Canvas, ConexED, and early-alert systems; Tier 1 curricula and assessment; special education, Section 504, and English learner responsibilities; safety, mandated reporter, and FERPA training.
Weekly (August - May)	Pod-level PLC time led by the Pod Principal: student progress and engagement data review, caseload problem-solving, and instructional support.
Monthly (August - May)	Full-staff PD day: curriculum, instruction, and coaching practice; special education and compliance refreshers; topics prioritized from student data and staff needs.
Quarterly	Data days aligned to the assessment calendar: review of interim assessment, persistence, and early-alert data; intervention and reteaching plans by pod.
January 2028	Mid-year review: progress against school performance goals and refinement of supports for the second semester.
June 2028	Summer institute: year-end data and program review, staff evaluation follow-up, and planning and onboarding for the following year.

EDUCATIONAL PROGRAM AND CAPACITY: ASSESSMENTS

EPC.13 - Primary diagnostic, formative, and summative assessments. LCTCC will use a coherent assessment system spanning diagnostic, formative, and summative purposes, anchored to the state assessments that drive the standard accountability system; several of these instruments LCTCS already administers at scale, so the school launches on proven infrastructure rather than building it from scratch.

EPC.13.a. Each assessment's purpose, design, format, and rationale for selection.

Assessment	Purpose and selection rationale	Design, format, and frequency
TABE 13/14 (TABE CLAS-E for	Establishes academic functioning level at enrollment, identifies content gaps, and informs the ACP, phase placement, and	Computer-adaptive Reading, Language, and Math subtests producing NRS Educational Functioning Level scores (Levels 1 through 6).

Assessment	Purpose and selection rationale	Design, format, and frequency
English learners): *Diagnostic*	competency map. Already deployed system-wide across LCTCS adult education; aligned to LA Student Standards.	Administered at enrollment; re-administered annually or following significant instructional intervention. Diagnostic and progress-monitoring; not a Carnegie-credit instrument.
Canvas formative system: *Formative*	Monitors engagement, mastery, and progress on the competency and credit maps continuously; Canvas is the delivery platform and attendance system of record, so instruction, assessment, and data live in one system.	Module quizzes, scored performance tasks, competency checkpoints at unit completion, and Canvas analytics (time-on-task, completion rates, engagement patterns, early alerts). Continuous; reviewed weekly by the E.D.'s academic team and Success Navigators.
LEAP 2025 end-of-course assessments: *Summative*	The state's required accountability and graduation assessments for all high school students; the primary summative evidence of proficiency under the standard accountability system.	State-administered EOC assessments, taken on completion of the corresponding course, with the Navigator-administered LEAP preparation component embedded in every EOC-bearing course (EPC.10.a). Students who do not pass continue working their competency map, then retest at the next administration.
ACT / ACT WorkKeys: *Summative*	State-required college and career readiness measures feeding the School Performance Score. WorkKeys additionally validates applied workplace skills for J.S. students.	ACT administered per the state administration; WorkKeys administered to J.S. students, targeting Silver or above National Career Readiness Certificates.
IBC exams: *Summative*	Validate occupational competency and satisfy the Career Diploma requirement of at least one IBC. LCTCS already administers many of these credentials across its CTE programs.	External credentialing exams varying by body/pathway (e.g., NNAAP for CNA, CompTIA for IT, NCCER for trades). Administered on pathway completion per credentialing body's schedule.
Dual enrollment course grades: *Summative*	Award Carnegie units for coursework delivered as college courses and document college-level mastery on the college transcript.	Final course grades governed by LCTCS's existing course-grading policies; recorded at the end of each dual enrollment term.

Formative and summative assessment draws first from the adopted curricula themselves: the enVision assessment workbooks and end-of-topic assessments in Algebra I and Geometry, the culminating writing tasks and cold-read tasks embedded in each ELA Guidebooks unit, and the transfer tasks embedded in OpenSciEd Biology. Because each is a component of a Tier 1 program, these measures are aligned to the Louisiana Student Standards and LEAP 2025 task types by design, which keeps day-to-day evidence of learning on the same scale as the state summative assessments described below.

EPC.13.b. and EPC.13.e. How the school will collect and analyze assessment results. TABE results are collected and scored through LCTCS's existing infrastructure, Canvas formative, attendance, and early-alert data are captured continuously, and state summative results return through LDOE's administration. TABE and LEAP are both delivered on DRC INSIGHT, already installed across LCTCS sites, so the diagnostic and summative systems share one established delivery environment (VOA.5). IBC and dual enrollment outcomes are recorded as students complete pathways and courses, the latter through Banner. All results will be reviewed on a fixed cadence:

Cadence: Who	Data reviewed and action
Weekly: Success Navigators, Regional Dir. of Student Success	Canvas formative, early-alert, attendance, and ACP indicators; identify students needing intervention, assign and document action, adjust supports and schedules.

Cadence: Who	Data reviewed and action
Semesterly: Success Navigators	ACP progress against the credit map and competency map; update each student's plan, phase status, and intervention tier.
Annually or post-intervention: Navigator team	Re-administered TABE results and growth; recalibrate placement, foundational-skills blocks, and supports.
Annually: Executive Director and board	Cohort-level summative results (LEAP 2025, ACT and WorkKeys, graduation, IBC attainment, dual enrollment outcomes); drive curriculum, pathway, and professional development decisions and the board's annual review against the Performance Compact (EPC.12.c).

EPC.13.c. Additional academic standards beyond state and authorizer standards. Not applicable; LCTCC is not adopting academic standards beyond the LSS. CCRS is the instructional foundation for the Canvas-built core, not an additional standards layer, and is aligned to the LSS.

EPC.13.d. Exit standards setting forth what students will know and be able to do.

Exit req.	Standard the graduate must meet
Carnegie units	Completes all state-required Carnegie units: 23 units (TOPS Tech / Career Diploma) or 24 units (TOPS University Diploma).
State assessments	Meets the state's LEAP 2025 assessment requirements for graduation, scoring Approaching Basic or above as state graduation policy requires.
IBC	Earns at least one IBC aligned to the student's Jump Start pathway (Career Diploma).
LCTCC phase progression	Completes the Capstone phase: all credit map requirements closed and all competency map milestones demonstrated.
Attendance	Meets LCTCC's attendance requirements.

EPC.13.f. How instructional leaders and teachers use the data. The Director of Student Success, Success Navigators, and the partner college faculty who teach LCTCC students will run a weekly data-driven cycle (EPC.12.d): review Canvas early-alert, attendance, and ACP indicators; identify students needing intervention; assign and document action; and adjust instruction, schedules, and individual completion plans accordingly. On a longer cycle, programmatic decisions (rotation schedules, caseloads, foundational-skills blocks) respond to engagement and completion trends, curricular decisions (pacing, materials, pathway mix) respond to cohort-level summative and credential results, and professional development priorities are set from the patterns those data reveal, with findings feeding the faculty modules and master teacher seminar so college faculty see and act on the same evidence.

ED. PROGRAM AND CAPACITY: DIVERSE LEARNERS, BEHAVIOR, ENGAGEMENT

EPC.14 - Plans for identifying and successfully serving diverse learners per applicable laws. Diverse learners are the population LCTCC exists to serve. The over-age, under-credited students LCTCC will re-engage are disproportionately likely to be students with disabilities (SWDs), English learners (ELs), students who are years behind grade level, and, in some cases, students whose advanced ability was never identified or developed. LCTCC therefore treats identification and individualized service as core operating systems, not compliance add-ons, and will comply fully with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act, the Equal Educational Opportunities Act (EEOA), Title III of the Every Student Succeeds Act, the McKinney-Vento Homeless Assistance Act, Louisiana Bulletins 1706, 1508, 1530, and 741, and R.S. 17:3996 governing charter schools' obligations to students with exceptionalities. Because many re-engaged students experience housing instability, LCTCC will designate the Dir. of Academics, SPED & Federal Programs as McKinney-Vento liaison, will enroll students experiencing homelessness immediately even when records are incomplete, and will connect them to extensive wraparound supports.

Common intake and identification protocol. A single intake and identification protocol will anchor all four populations below. At enrollment, every student will be assigned a Success Navigator who, together

with the Dir. of Academics, SPED & Federal Programs (supported by the pod's special-education Learning Support Specialist) and a counselor, will (1) request and review the student's complete academic and special education record through the state student information system and Banner; (2) administer a Home Language Survey; (3) administer the TABE academic diagnostic (TABE 13/14) and, for students whose Home Language Survey indicates a language other than English, the TABE CLAS-E English language diagnostic; and (4) flag any existing IEP, Individual Accommodation/Section 504 plan, EL designation, or history of intervention. Because this population is highly mobile and frequently arrives with incomplete records, LCTCC will build proactive Child Find and screening into intake rather than waiting for referrals to surface. Diagnostic results will drive a personalized Academic Completion Plan (ACP) for every student, delivered through the school's Canvas-based, competency-informed, self-paced model and sequenced through the Foundations, Journey, and Capstone phases. That model carries inherent accessibility and equity advantages for diverse learners: asynchronous delivery gives students who need additional processing time the time they need, and competency-based pacing removes the time-pressure elements that disproportionately disadvantage SWDs and ELs in traditional seat-time settings. Wraparound support amplifies those advantages. Through its host colleges, LCTCC will connect students and families to the twelve-category support infrastructure LCTCS colleges operate today, spanning food security, transportation, childcare connections, emergency financial assistance, mental health counseling and crisis intervention, health referrals, disability and accessibility services with assistive technology, language access, tutoring, career support, clothing and hygiene resources, and one-on-one case management that coordinates [14]all of it.

Evidence base for serving diverse learners in a hybrid, dual enrollment model. The design tracks the research on when online and blended settings work for students with disabilities. First, access is designed in rather than retrofitted: the LCTCC-built Canvas core will be developed to the Universal Design for Learning framework (CAST), the approach federal education law itself encourages (ESSA, 20 U.S.C. 7801(52)). Second, K-12 online-learning research is consistent that SWD outcomes turn on implementation quality: accessible technology, qualified support personnel, and structured adult contact.[15] LCTCC's answer is structural: an in-person layer of Learning Support Specialists and Success Navigators wraps every online component, and students who need more support receive more in-person time by design. Third, the college-campus setting is itself an evidence-based transition strategy: inclusive dual enrollment and college-based transition models improve post-school employment and postsecondary outcomes for SWDs relative to conventional transition services[16], and the model natively embeds the strongest research-based predictors of post-school success from the transition literature.[17] The self-advocacy bridge below applies that self-determination evidence with the Director of Academics, SPED & Federal Programs' direct support rather than leaving it to the student. Where the research warns of online pitfalls for SWDs (isolation, inaccessible content, unsupported independence), the supervised blended-learning environment, UDL-designed content, and named-adult accountability answer each directly.

EPC.14.a. Students with disabilities (SWDs). How services follow the student across the dual enrollment architecture. Every LCTCC student will be dually enrolled with LCTCC and an LCTCS college, and all instruction, including the LCTCC-built grades 9 and 10 Canvas core, will be delivered as LCTCS courses. That delivery architecture changes nothing about legal responsibility: LCTCC is the local education agency (LEA) and will hold full responsibility for a free appropriate public education (FAPE) under IDEA for every enrolled student. That responsibility cannot be and will not be delegated to any college, instructor, or platform. LCTCC's Director of Academics, SPED & Federal Programs will own IEP development, implementation, and compliance for every student with a disability, supported by special-education (Learning Support Specialists) staffing layer sized to the population. LCTCC has

[14] MDRC, Using Integrated Student Supports Keep Kids in School (2017); Two Years of Case Management (2018).

[15] M. Deschaine, Supporting Students with Disabilities in K-12 Online and Blended Learning (2018).

[16] What Works Clearinghouse, Think College Transition (IES, U.S. Department of Education).

[17] NTACT: The Collaborative, Predictors of Post-School Success.

staffed and budgeted for approximately 55 students with disabilities in Year 1 (11% of 500, above the 10.2% minimum required for this cycle; EPC.7.b), served by the Director of Academics, SPED & Federal Programs, three Learning Support Specialists, and contracted related-service providers. Accommodations, modifications, and services will flow into LCTCS-delivered courses through the MOU and the campus site agreements, which obligate host colleges and instructors to implement what each IEP team specifies.

Because courses are delivered by college faculty, LCTCC adds a deliberate transition-skills layer: students are coached by their Success Navigator and special education staff to initiate accommodations through the college disability services office, the same office they will use after graduation, structured self-advocacy development aligned to IDEA transition planning and written into IEP transition goals where appropriate, and explicitly not a condition of receiving services. No student's accommodations or services will ever depend on self-referral: the Dir. of Academics, SPED & Federal Programs will independently verify that every accommodation required by every IEP and Section 504 plan is actually in place in every course, every term, and will intervene directly with the college and the instructor whenever one is not. This architecture mirrors documented practice in Louisiana hybrid and virtual charter schools, including the guidance in the LDOE Administrator's Guide to Implementing a High Quality Online Educational Program, authored by Dr. Michelle Clayton.[18] As LCTCC's founding E.D., Dr. Clayton brings that operating playbook to the school from day one.

Identification (Bulletins 1706 and 1508). LCTCC will operate a full Child Find and evaluation system consistent with IDEA (34 C.F.R. § 300.111) and Bulletin 1706: because over-age, under-credited students are over-represented among individuals with unidentified disabilities, all entering students are screened, and any student suspected of having a disability is referred to Pupil Appraisal for comprehensive evaluation under Bulletin 1508 within state timelines. Students arriving with a current IEP receive comparable services without delay, with an IEP Team meeting to review and revise the program.

IEP development and implementation (Bulletin 1530). A Learning Support Specialist and the Dir. of Academics, SPED & Federal Programs will lead the development, implementation, and progress monitoring of every IEP, with goals aligned to the skills and diploma competencies the student is working toward; the IEP Team participates directly in diploma-pathway selection and ACP development, so specially designed instruction, accommodations, and related services are embedded in the student's Canvas coursework, campus labs, and dual enrollment plan rather than bolted on. Related services (i.e., speech-language therapy, occupational therapy, and counseling) will be provided by qualified staff or contracted providers, drawing where appropriate on the third-party mental health, telehealth, and accessibility provider contracts LCTCS colleges already maintain, and the Dir. will ensure procedural compliance, including parent participation, prior written notice, procedural safeguards, FERPA confidentiality, and progress reporting at least as often as for non-disabled peers.

Least restrictive environment in a hybrid campus setting. LCTCC's hybrid model is itself an inclusion model: SWDs learn in the same Canvas courses, campus labs, and college settings as nondisabled peers, with supplementary aids and services layered in rather than students pulled out. IEP Teams determine placement along a continuum, from full general-education participation with accommodations, to scheduled specialized-instruction blocks on campus days, to more intensive settings when data require, documenting rationale for any removal. Because LCTCC operates on college campuses, LRE decisions will also address physical access, assistive technology, and scheduling, so that a student's disability never determines which pathways, credentials, or campus experiences are available to the student.

Delivery of IEP service minutes in the hybrid schedule. Every minute of specially designed instruction and related services written into an IEP is scheduled before it is owed, delivered by qualified personnel, and documented. At each IEP meeting, the team translates the IEP's service minutes directly into the student's Academic Completion Plan and rotation schedule. Specially designed instruction is delivered in person on the student's on-campus days by the pod's special-education-supporting Learning Support Specialist; where a student's required minutes exceed what the standard rotation carries, the student's

[18] LDOE, Administrator's Guide to Implementing a High Quality Online Educational Program (M. Clayton).

rotation expands to deliver them, with transportation provided, so the hybrid schedule never reduces a student's services: the IEP drives the schedule, not the reverse. Where the IEP team determines that specific minutes are appropriately delivered virtually, such as certain speech-language sessions by teletherapy, that determination and its rationale are documented in the IEP. Service delivery is logged session by session against each student's required minutes, missed sessions are made up promptly and documented, and the Director of Academics, SPED & Federal Programs reviews minutes-delivered reports on the same fixed cycle as accommodation verification, reporting compliance through the organizational goals dashboard (OPC.25).

How performance data personalize instruction; state assessment policy. The TABE diagnostic and the ACP give every SWD an individualized roadmap from day one, with IEP present-levels data and continuous Canvas analytics driving accommodations, pacing, and specially designed instruction. Assessment policy follows state rule: under Bulletin 741, the LEAP 2025 EOC counts toward a locally determined 15 to 30% of the final course grade, and every SWD receives the testing accommodations specified in the IEP. All state assessments will be administered in person on campus in secure, proctored settings, with every accommodation in the student's IEP or Section 504 plan delivered by trained test administrators; no state assessment will be taken remotely. For a student whose disability persistently affects progress in the general curriculum, the school will apply the April Dunn Act, under which the IEP team establishes individual performance criteria for the course and its associated LEAP 2025 assessment. For the narrow group of students who participate in the alternate assessment (LEAP Connect) but enroll in a course with a corresponding LEAP 2025 assessment, that assessment must count at least 5% of the final course grade, consistent with LDOE Special Education Guidance for High School Students.[19]

Monitoring (in accordance with student IEPs). Each SWD's progress will be monitored against the measurable goals in the student's IEP, at least as frequently as progress is reported for non-disabled peers. The Success Navigator and the Director of Academics, SPED & Federal Programs will track Canvas mastery data, assignment-level analytics, and Canvas early-alert indicators against IEP goals on a fixed cycle, will verify accommodation implementation in college-delivered courses on the same cycle, and will convene the IEP Team to adjust services when data show insufficient progress.

Corrective action for disproportionality, over-identification, or under-identification. The school will disaggregate identification and outcome data by subgroup and compare SWD identification rates against expected and system-wide rates, monitoring for both over-identification and under-identification, the latter a particular risk in a population whose disabilities frequently went unrecognized in prior schools. If data suggest subgroup disproportionality in either direction, LCTCC will initiate a documented corrective sequence: (1) root-cause analysis of referral and evaluation patterns; (2) an audit of Child Find and screening to confirm referrals reflect genuine suspected disability, and that genuine suspected disability is not missed; (3) strengthened Tier 1 instruction and EL supports so academic or language gaps are not misread as disability; (4) targeted professional development for referring staff; and (5) continued monitoring until rates normalize, with reporting to the board and the state as required.

EPC.14.b. English Language Learners (ELs). Identification (EL Guidebook). A Home Language Survey is administered to every student at enrollment; when a language other than English is indicated, the state-approved English Language Proficiency Screener (ELPS) is administered within state timelines to determine EL status and proficiency, consistent with the LA EL Guidebook, and identified ELs are served under Title III. The TABE CLAS-E diagnostic, which measures English language proficiency across listening, speaking, reading, and writing, will provide additional diagnostic detail that directly informs each EL's Individualized Learning Plan. Service intensity will be differentiated by proficiency level: students at entering and emerging levels will receive scheduled, in-person ELD instruction on campus alongside sheltered supports in their coursework; students at developing and expanding levels will receive push-in and embedded supports with scaffolded Canvas content; and students approaching

[19] LDOE, Louisiana Special Education Guidance for High School Students (July 2020).

proficiency will receive monitored supports focused on academic language, so each student's services match the level in ELPT and TABE CLAS-E data.

Service delivery model in the hybrid format. ELs will receive a research-based language instruction program with English Language Development (ELD) instruction supplemented to the standard Canvas core coursework so that ELs are never excluded from the diploma, dual enrollment, IBC, or work-based learning components of the model. In the hybrid format, ELD will combine scheduled small-group instruction during on-campus days with embedded supports inside Canvas coursework, including captioned media, glossaries, translation tools, and language scaffolds reviewed by EL staff, and Success Navigators will schedule EL students' campus time to align with ELD sessions. Where bilingual staff are available, they will be leveraged for instruction and advising, and students and families will have access to the translation and interpretation services LCTCS colleges already operate to provide meaningful language access under Title VI. LCTCC will not build this capacity from scratch: it will draw on the LCTCS Adult Education EL infrastructure that served 3,364 ESL participants systemwide in 2024-25 (EPC.7.c). LCTCC will adopt a secondary-grades ELD curriculum through the same IMR-aligned review process used in EPC.10.b, with candidates designed for grades 9-12 English Learners currently under evaluation, and will supplement it with the embedded EL supports of the adopted Tier 1 programs: the language supports and scaffolded tasks built into each ELA Guidebooks unit, enVision's integrated English Learner supports, and OpenSciEd's universal design scaffolds.

Individualized Learning Plan and monitoring (in accordance with ILPs). Each identified EL will receive an Individualized Learning Plan (ILP) that sets language-development goals alongside academic goals. Performance will be monitored against the ILP through periodic TABE CLAS-E re-assessment and continuous Canvas analytics; students will take the annual English Language Proficiency Test (ELPT) with required accommodations, administered on campus under the same secure conditions as all state testing, and on meeting state exit criteria will be reclassified and then monitored for the state-required period, with language supports reinstated promptly if post-exit performance slips. ELs suspected of also having a disability will be evaluated using state guidance for distinguishing language acquisition from disability, ensuring neither over- nor under-identification.

Corrective action for disproportionality, over-identification, or under-identification. EL identification, service, and reclassification data will be disaggregated and compared against expected ranges, in both directions. If data indicate disproportionality or misidentification, the school will conduct a root-cause analysis, audit screening and reclassification decisions, adjust the service delivery model and ELD supports, provide targeted staff professional development, and continue monitoring until rates normalize, reporting to the board and the state as required.

EPC.14.c. Students who are academically behind. Students who are academically behind are the school's central design population, and the entire model is engineered for them. The TABE diagnostic at enrollment will establish precisely where each student is, and the results will be translated into a competency map: a standard-by-standard picture of what the student has already mastered and what stands between the student and each required course, EOC assessment, and diploma competency. The ACP maps the instructional path from that starting point to graduation, and because progression is competency-based, students earn their way forward as fast as mastery allows rather than repeating full years of content they partially know.

Instruction and intervention. Students who enter with significant gaps in literacy or numeracy will begin with a dedicated foundational skills block within the Foundations phase, rebuilding prerequisite reading and mathematics skills before and alongside credit-bearing coursework rather than in place of it. Day-to-day instruction is guided asynchronous learning: students work through Canvas coursework at their own pace with structured on-campus study blocks and a Success Navigator who monitors progress, adjusts pacing, and re-sequences the plan when data require it. Tutoring layers on from three sources: on-demand help from teaching Success Navigators during campus days and virtual office hours, the State Library's free around-the-clock tutoring through HomeworkLA.org, and the host college's tutoring and

academic success centers, which LCTCC students access as dually enrolled college students, all wrapped around an in-person college experience rather than offered as remote-student concessions.

End-of-course retesting through the competency map. When a student does not pass a required LEAP 2025 assessment, the school will not simply re-enroll the student in the full course. The student's competency map will be updated against the assessment results, targeted re-instruction will be assigned only on the standards not yet mastered, and the student will retest at the next administration, repeating the cycle until the student passes. This protocol converts a failed test from a repeated year into a targeted intervention measured in weeks.

Monitoring (in accordance with intervention plans). The ACP functions as each student's intervention plan. The Success Navigator will monitor attendance, course performance, and engagement through the Canvas early-alert system on a fixed cycle, contacting students immediately when indicators slip; persistent non-response to intervention will trigger a Pupil Appraisal referral to rule out a disability.

Corrective action for disproportionality or over-identification. Because this is a population where academic gaps are expected and nearly universal, monitoring will focus on equity of progress: whether specific subgroups (ELs, SWDs, and students grouped by entry diagnostic level) are progressing at rates consistent with or above the overall cohort. If a subgroup lags, LCTCC will initiate a documented corrective sequence: root-cause analysis of the gap, review and adjustment of instructional materials and pacing for that subgroup, intensification of targeted support, and focused professional development, with continued monitoring until the subgroup's progress aligns with the cohort and reporting to the board as part of organizational-goal monitoring.

EPC.14.d. Students who are academically advanced (gifted and talented). LCTCC will not operate a dedicated gifted and talented program, but it will meet its legal obligation to identify advanced students and provide a structurally powerful acceleration pathway. Because Louisiana serves gifted and talented students as exceptional children, any student who may meet the criteria is screened and referred to Pupil Appraisal for evaluation under Bulletin 1508, with eligible students served through an IEP overseen by the Director of Academics, SPED & Federal Programs. For advanced learners the model's ceiling is unusually high: with the full LCTCS course catalog available through dual enrollment, a student who exhausts high school content in a subject moves directly into college coursework in that subject on the same campus, so acceleration is limited by the student's readiness rather than by the school's course list.

Acceleration native to the model. For the broader group of academically advanced students, the competency-based, self-paced model is itself the acceleration vehicle; no separate program is required. Students who demonstrate mastery on the TABE diagnostic and in Canvas coursework will move quickly past content they have already mastered, increasing their credit velocity, and will accelerate directly into college-delivered dual enrollment coursework and stacked Industry-Based Certifications, earning transcripted college credit and credentials faster than a fixed seat-time program would allow. For students on the university-bound pathway, that runway extends through the associate degree course sequence, so an advanced student can graduate having completed substantial progress toward, or all of, an associate degree alongside the diploma.

Identification and differentiated planning. Success Navigators will identify advanced students at intake and at each data cycle, and each identified student's ACP will be revised into a differentiated acceleration plan: earlier entry into dual enrollment, enriched and extension assignments within Canvas courses, and compressed timelines toward credentials. Access to accelerated opportunities will be guaranteed to all qualifying students regardless of background, a deliberate equity safeguard for a population whose advanced ability is often overlooked.

EPC.15 - Approach to student discipline, behavior intervention, and classroom management. LCTCC approaches student discipline from a position of unusual strength for a new operator: LCTCS already operates a mature, systemwide student-affairs infrastructure, and LCTCC will purpose-build its 9-12 discipline system on that backbone, adapting each component for a minor-serving high school within the K-12 legal framework that governs charters.

Many of the students LCTCC will re-engage disengaged after cycles of conflict, exclusion, or punitive discipline; a traditional, exclusion-heavy system would re-create the conditions that pushed them out. LCTCC's philosophy is therefore relational, restorative, trauma-informed, and developmentally appropriate for emerging adults, with one overriding goal: keep students present, engaged, and on track to a diploma and a credential. Removal from school will be a last resort reserved for serious safety threats and conduct for which Louisiana law requires it. The discipline system is governed by the K-12 framework that applies to charter schools: R.S. 17:252, which requires a School Master Plan for Improving Behavior and Discipline; R.S. 17:416 et seq. and Bulletin 741, which govern suspension, expulsion, and due process; and the disciplinary protections of IDEA, Section 504, and Bulletin 1706.

LCTCC will structure its discipline infrastructure by drawing directly on the systems LCTCS has already built and refined, translating each into a form appropriate for a public high school serving minors:

- **Uniform policy architecture.** LCTCS maintains a tested, systemwide Uniform Student Code of Conduct; LCTCC's own Code of Student Conduct is in draft on that architecture, with definitions, sanctions, and due-process steps adapted to K-12 standards and the protections of R.S. 17:416 and Bulletin 741.
- **Centralized case management.** LCTCC will adopt Maxient, the platform LCTCS uses systemwide, integrated with Banner, standardizing intake, documentation of interventions and sanctions, appeal tracking, records retention, and disaggregated reporting from day one.
- **Multidisciplinary intervention teams.** LCTCC will build a school-based Behavioral Intervention and CARE Team on the LCTCS model, convening counseling, special education, instructional, and student-affairs staff to coordinate supportive measures before concerns escalate into disciplinary matters.
- **Accessibility and civil-rights compliance.** Disciplinary protections for students with exceptionalities will be designed in consultation with the LCTCS System ADA/Section 504 and Title IX coordinators; every host college maintains a dedicated ADA/504 coordinator and a full Title IX team, compliance depth at each campus that most stand-alone new schools lack.
- **Campus safety infrastructure.** Students attend school on campuses with professional safety infrastructure already in place: campus police departments or current law-enforcement MOUs at every college, systemwide protocols for coordinated response and victim support, and school-specific safety and response protocols executed with each host campus as part of its site agreements.
- **Prevention and engagement programming.** LCTCS prevention efforts will be adapted into age-appropriate school-level programming, including power-based-violence and bystander trainings, mental-health awareness, and student-leadership development, reducing the likelihood that behavior escalates into discipline.
- **Data-informed equity monitoring.** LCTCC will carry over the LCTCS practice of disaggregating conduct data to monitor for disparities, applying it to subgroups and K-12 reporting obligations.

On this foundation, day-to-day behavior is supported through a Multi-Tiered System of Supports built on PBIS: clear, positively stated school-wide expectations explicitly taught (Tier 1); advisory and Success Navigator relationships giving every student a known, trusted adult; restorative practices (community circles, conferences, peer mediation); trauma-informed classroom management; and mental-health support from licensed professional counselors at the ASCA-recommended 250:1 ratio. Students with greater needs will receive Tier 2 supports such as check-in/check-out and behavior contracts, and Tier 3 supports including functional behavioral assessments (FBAs) and behavior intervention plans (BIPs).

EPC.15.a. How the school will communicate its approach and policies to students and families. The Code of Student Conduct and disciplinary procedures will be codified in a board-approved Student and Family Handbook provided at enrollment, reviewed at a required orientation and intake conference, acknowledged in writing, available in families' home languages, and posted on campus, in Canvas, and on the school's communication platform. Students and families are re-notified of expectations, rights, responsibilities, and resources at minimum annually through handbook acknowledgments, orientation, the student portal, and awareness campaigns; expectations and restorative norms are taught directly at

onboarding and reinforced in advisory; and all staff are trained on the code, restorative practices, trauma-informed approaches, and the rights of students with exceptionalities before the school year begins and through ongoing professional development.

EPC.15.b. Interventions and consequences used as alternatives to exclusionary discipline. Because research links exclusionary discipline directly to dropout, the very outcome LCTCC exists to reverse, the school prioritizes a graduated continuum of in-school, supportive, and restorative responses addressing the root cause of behavior while keeping students learning, including:

- Restorative conferences, community circles, and peer mediation to repair harm and resolve conflict;
- Re-entry and reflection conferences in lieu of out-of-school suspension;
- Educational conversations, coaching, and behavioral agreements or contracts;
- Check-in/check-out and mentoring with the student's Success Navigator;
- Functional behavioral assessment paired with a behavior intervention plan for recurring behaviors;
- Referral to counseling and mental-health services, and connection to the wraparound supports described in EPC.14 that address underlying basic-needs or trauma drivers;
- Structured social-emotional and skill-building instruction, targeted educational assignments, supervised loss of privileges, and family engagement and problem-solving.

Suspension and expulsion will be reserved for serious offenses, genuine safety threats, and conduct for which removal is mandated by R.S. 17:416. LCTCC will not maintain a blanket zero-tolerance policy, and it will honor the self-defense protection of R.S. 17:416(H). The school will set explicit goals to minimize out-of-school suspension days and to eliminate suspensions for minor, subjective infractions.

EPC.15.c. Protecting the rights of students with exceptionalities in disciplinary proceedings. LCTCC will fully honor the disciplinary protections of IDEA, Section 504, and Bulletin 1706 for students with exceptionalities, alongside the fair-process protections that apply to all students under R.S. 17:416 and Bulletin 741. Every student facing discipline receives timely notice of the alleged violation, an opportunity to respond, access to relevant information, an impartial decision-maker, a written determination, and the right to appeal, with reporting, investigation, hearing, decision, and appeal functions separated, conflicts and bias mitigated, and all involved personnel trained. Consistent with the principles of Policy 2.018 and the First Amendment, disciplinary action will never be based solely on constitutionally protected expression.

For students with exceptionalities, removals will be tracked so the school recognizes when they total more than ten school days or otherwise constitute a change of placement. When a disciplinary change of placement is proposed, the IEP or 504 team will conduct a manifestation determination review within ten school days. If the conduct is a manifestation of the student's disability, the school will conduct or review an FBA, implement or revise a BIP, and return the student to placement, except in the special circumstances of weapons, illegal drugs, or serious bodily injury, for which a student may be placed in an interim alternative educational setting for up to 45 school days. During any removal beyond ten cumulative school days, the school will continue to provide a free appropriate public education and IEP services so the student keeps progressing. These protections also extend to students not yet identified but for whom the school had a basis of knowledge of a suspected disability. The Director of Academics, SPED & Federal Programs will oversee compliance, convene the IEP or 504 team, draw on the System ADA and Section 504 coordinators for consultation, and provide parents prior written notice and a copy of their procedural safeguards at each step.

EPC.15.d. System to monitor suspension/expulsion and the approach to disproportionality. Using Maxient (integrated with Banner), the same case-management backbone LCTCS relies on for equity monitoring, LCTCC will log all disciplinary incidents, interventions, and outcomes and disaggregate them by race and ethnicity, disability status, EL status, gender, economic disadvantage, and age band. Leadership will review this data monthly, and the board will review it on a regular cycle as part of its organizational-goal monitoring (OPC.26). LCTCC will compare referral, suspension, and expulsion rates across subgroups against school-wide rates and against goal thresholds. If data indicate disproportionality of any subgroup, including significant disproportionality in the discipline of students with disabilities

under IDEA, the school will initiate a root-cause analysis, audit how the code of conduct is applied, provide targeted PD (including implicit bias and consistent, objective application of consequences), strengthen Tier 1 practices, expand prevention programming, and report discipline data to the state as required, with policy revisions, enhanced supports, equity-impact assessments, and increased monitoring as needed. The objective is the elimination of inequitable patterns before they take hold.

EPC.15.e. Supervision plan for the alternate setting of suspended/expelled students. Consistent with its low-exclusion design, LCTCC will emphasize supervised in-school alternatives, and a student's home will never be the default alternative setting. For in-school removals, the school will operate a supervised on-campus reflection and re-engagement room, staffed at all times by a trained adult, where students continue assigned coursework, receive support, and complete a restorative re-entry process before returning to class. Students on any out-of-school suspension retain access to coursework through Canvas and return through a re-entry conference; students with disabilities who are removed continue to receive FAPE and IEP services, including, where applicable, in an interim alternative educational setting supervised by certified staff as determined by the IEP team. For the rare expulsion, the school will coordinate alternative educational services, records transfer within required timelines, and a re-engagement or transition plan rather than simply releasing the student. Supervision ratios in any alternate setting will at minimum mirror the regular instructional environment, with a specific staff member assigned responsibility for supervision, instructional continuity, and safety, supported by host campus police or security under the law-enforcement MOUs described above.

Appendix 2 – APX.2: School Master Plan for Improving Behavior and Discipline (R.S. 17:252).

EPC.16 - How the school will engage parents/guardians and the community once open. LCTCC treats family and community engagement as central to its re-engagement mission rather than as a compliance obligation. The students LCTCC will serve, over-age and under-credited students admitted from age 16, frequently left school after feeling unseen or unsupported, and many balance attendance with work, parenting, and caregiving. Because much of the population consists of emerging adults, LCTCC will build partnerships with students themselves alongside the parents, guardians, and support networks of younger and dependent students, and will design every engagement opportunity to be accessible to working and caregiving families through varied timing, multiple formats, home-language access, and more than one way to respond. LCTCC will also draw on the established LCTCS infrastructure for family communication, language access, and community and employer partnerships, giving the new school a mature engagement backbone to adapt for a high-school community.

EPC.16.a. How the school will build strong family-school partnerships throughout the charter. LCTCC's family engagement builds on LCTCS's multi-generational reach: the colleges already serve these students' parents and adult family members through adult education and workforce programs, so enrolling a student opens pathways for the whole household. Every student and family completes an orientation introducing the school's mission, academic and pathway model, code of conduct, and available supports. Each student will then be assigned a Success Navigator who serves as the family's ongoing liaison, providing proactive, individualized communication about attendance, academic progress, credit accumulation, and credentialing rather than waiting for problems to surface. Each Success Navigator will maintain a defined minimum contact cadence with every family, in addition to immediate outreach whenever early-alert indicators change. Families will receive regular school-to-home communication through Canvas, including observer access that will let a parent or guardian see the student's courses, assignments, and progress in real time, and through the school's communication platform, and the school will maintain two-way contact by phone, text, email, and in-person conversation so that families can reach a known adult easily.

Beyond individual communication, LCTCC will offer a recurring calendar of partnership opportunities designed so that every family can participate in some form regardless of schedule, comfort level, or language, varying deliberately along three dimensions. Timing: events and conferences scheduled across mornings, evenings, and weekends, with virtual and call-in options, so work and caregiving schedules are never a barrier. Type: academic and goal-setting conferences, financial-aid and FAFSA nights, dual-

enrollment and career-pathway information sessions, workshops on supporting a returning learner, and celebratory events such as credentialing and graduation recognitions, family resource fairs, and student showcases, with families also invited into volunteer, mentoring, and advisory roles. Response options: in-person meetings, virtual sessions, phone outreach, printed materials, digital surveys, and the family portal, all available in families' home languages through interpretation and translation, so participation never depends on a single channel.

LCTCC extends the same partnership approach to the broader community, cultivating ongoing relationships with employers, workforce and industry partners, each host college, community-based organizations, and youth-serving agencies that connect students to work-based learning, wraparound supports, and career pathways, engaging them not only as service providers but as stakeholders who advise on the school's direction throughout the charter.

EPC.16.b. Formalized mechanisms for involvement and regular feedback to the leader and board.
LCTCC will establish formal, standing structures that route family, student, and community input directly to the E.D. and the charter board and that give stakeholders regular, scheduled opportunities to be heard:

- **Design Advisory Council.** Per EPC.8, a standing Design Advisory Council of students, parents and guardians, employer partners, and BRCC representatives will meet at least twice yearly to review priorities, surface concerns, and advise on decisions affecting students and families, reporting to the E.D. with a written summary to the charter board, a direct line from stakeholders into governance.
- **Regular surveys.** The school will administer annual (and where useful interim) family and student satisfaction and climate surveys, with results reported to the charter board, used to set improvement priorities, and communicated back to families so the loop is closed. The founding community-needs survey (EPC.8, APX.1) becomes the standing baseline: its core items will be re-administered annually so the board can track, year over year, whether the school is delivering what families rated most important at founding, beginning with navigator support, career-connected learning, flexible hybrid scheduling, and the safety, credential, support, and communication priorities parents named.
- **Public comment at open board meetings.** The board conducts open, publicly noticed meetings with a standing public-comment period (OPC.30), a formal opportunity for any family or community member to address the board on the record.
- **Formal grievance process.** A tiered grievance procedure (APX.3) ensures concerns raised with staff and the E.D. are resolved and unresolved matters reach the board on appeal.

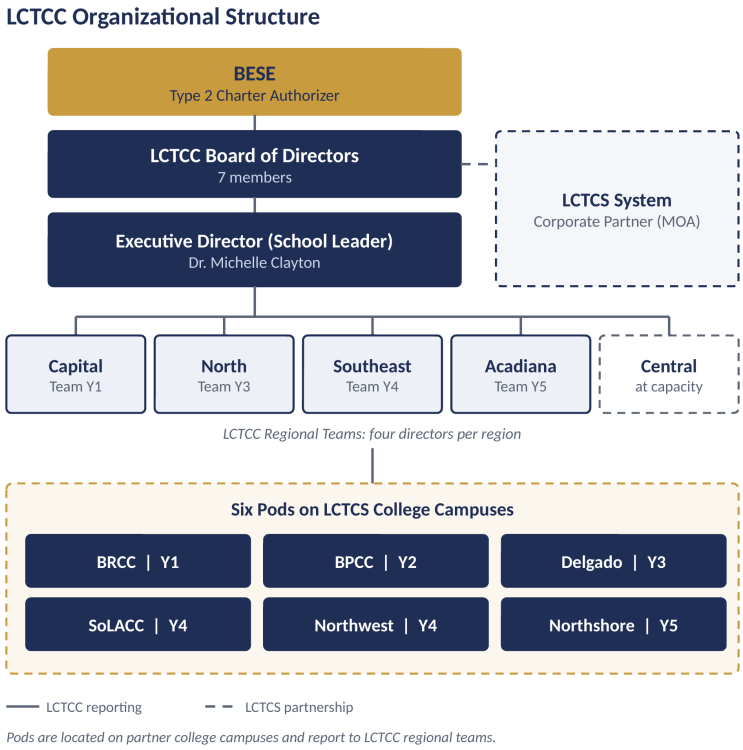
Together these mechanisms build family and community voice into the school's decision-making cycle through multiple recurring channels that reach the E.D. and the charter board.

Appendix 3 – APX.3: Draft Grievance Policy.

ORGANIZATIONAL PLAN AND CAPACITY

OPC.17 - Roles and responsibilities for the board, leadership, management team, and other entities.

Louisiana Community and Technical College Charter School (LCTCC) is an independent nonprofit organization and the sole holder of the Type 2 charter. It is governed by a single nonprofit charter board and led by the Executive Director (who serves as the School Leader as defined in this application), Dr. Michelle Clayton, who is accountable to that board. LCTCC alone is responsible for every performance, organizational, financial, and compliance obligation attached to operating a Type 2 charter school; that accountability does not pass to, and is not shared with, any partner. Roles are deliberately separated so that the board governs and the leadership team manages, with all support functions delivered at arm's length under written agreements. LCTCS is the corporate partner, shared-services provider, and the deliverer of LCTCC's coursework; it is not the governing body and not the operator of the school.



Entity	Primary role and responsibilities
Charter Board (governing body)	Holds fiduciary, legal, and policy authority as the school's ultimate accountable body: sets mission and strategy; adopts policies, the budget, and the academic, organizational, and financial goals; hires, supports, and evaluates the Executive Director; monitors performance against the Performance Compact and the standard accountability system; approves and oversees all LCTCS agreements while safeguarding its independence; ensures legal compliance. The board governs; it does not manage daily operations.
Executive Director (Dr. Michelle Clayton)	Reports to and is accountable to the board for the school's instructional, operational, and financial performance, including the hybrid delivery model and the in-person campus learning pods. Executes board policy, leads the district leadership team and the Pod Principals, manages LCTCC staff, directs and monitors the LCTCS-delivered instructional program and shared services on the school's behalf, and reports results to the board.
Regional leadership team	Reports to the Executive Director: Dir. of Academics, SPED & Federal Programs; the Dir. of Operations; the Dir. of Testing, Accountability & Enrollment; and the Dir. of Student Success (Lead Navigator), who supervises the Success Navigators across all pods within the respective region. This team manages the instructional program , operations and the contracted back-office relationship, all state testing, accountability, enrollment counts, state reporting, and student support.
Pod-level team	Each pod is led by a Pod Principal, reporting to the regional Dir. of Academics, SPED & Federal Programs and serving as the single on-site point of contact: discipline, student health and medication disbursement, transportation issues, parent complaints, daily visible presence, and on-site PD delivery. A Campus Coordinator and three Learning Support

Entity	Primary role and responsibilities
	Specialists (the in-person intervention layer) report to the Pod Principal; Success Navigators serve students at the pod and report to the Dir. of Student Success.
LCTCS (corporate partner and shared-services provider)	Under board-approved MOUs, delivers all LCTCC coursework: college courses taught by college faculty, and the LCTCC-built grades 9-10 core delivered through Canvas as LCTCS courses on Tier 1 curricula (ELA Guidebooks, enVision Algebra I and Geometry, OpenSciEd Biology and Chemistry). College faculty remain college employees. Also provides campus facilities and pod space, secure testing sites, Canvas, Banner, ConexED, IT and student-support infrastructure, and dual enrollment and Jump Start pathway agreements, for negotiated consideration. A service provider and corporate partner, not the governing body; exercises no governance authority.

Governing board. The board's authority and duties are stated in the table above: it sets mission and strategic direction, adopts policies, the budget, and the school's goals, hires and evaluates the Executive Director, monitors performance against the Performance Compact and the standard accountability system, approves every agreement with LCTCS, and ensures compliance with Louisiana charter law and Bulletin 126. Consistent with OPC.24, the board governs and refrains from managing day-to-day operations.

Board independence from the corporate partner. Because LCTCC and LCTCS overlap operationally, the board's independence is protected by explicit safeguards: a bylaws cap holding LCTCS appointees below a majority (Section 4.2), disclosure and recusal under the adopted conflict of interest policy, arm's-length board-approved agreements, and the board's sole authority to amend, renew, or terminate them. The full safeguard structure is detailed once, in OPC.23.

School leadership. Dr. Michelle Clayton, the founding Executive Director, is accountable to the board for the whole school: she leads the two-level structure with each regional team of four directors reporting to her, implements board policy, oversees the instructional program and operations across the Canvas-delivered core and the in-person pods, manages LCTCC personnel, directs and monitors the LCTCS-delivered courses and shared services, and reports performance to the board on a regular cycle.

Management team and staffing model. LCTCC's defining staffing decision is that it hires no instructional staff: every course is LCTCS-delivered under the MOU, with college faculty remaining college employees, while LCTCC's Dir. of Academics, SPED & Federal Programs monitors course quality, progress, and alignment so academic accountability stays with the school. LCTCC organizes its own staff on two levels, regional and pod, as follows:

Position	Reports to	Responsibilities
Executive Director (Dr. M. Clayton)	Governing Board	School Leader: executes board policy, leads the regional directors and the Pod Principals, directs and monitors the LCTCS-delivered instructional program and shared services, and reports performance to the board.
Dir. of Academics, SPED & Federal Programs (Regional)	Executive Director	Owns LCTCC's academics and curriculum: LCTCS course delivery / student progress, and owns the Canvas-delivered grades 9-10 core, the master schedule, and the program phase progression. Ensures IDEA and FAPE compliance, Section 504, and English learner services; oversees evaluations, IEP implementation, related services; oversees Title/IDEA federal programs, funds, and reporting. Produces professional development content and owns LCTCC discipline, culture, and PBIS policy framework.
Dir. of Operations (Regional)	Executive Director	Serves as the school's liaison to O'Brien Services, LLC, the contracted back-office financial services provider (OPC.28): budget tracking, purchasing initiation, invoice and payroll coordination, and preparation of board financial reports with the provider. Coordinates transportation, food service, and facilities with host campuses, including pod logistics, safety and emergency planning, and the operational calendar.

Position	Reports to	Responsibilities
Dir. of Testing, Accountability & Enrollment (Regional)	Executive Director	Owns all state testing, coordinating secure administration with the colleges; manages accountability and the School Performance Score, including drop coding; certifies the October 1 and February 1 enrollment counts; oversees enrollment processing, the lottery, and attendance and membership reporting under the state definition; owns all school data, state reporting.
Dir. of Student Success (Regional)	Executive Director	As Lead Navigator, supervises the Success Navigators across all pods, sets and monitors the caseload standard, and coordinates counseling and wraparound referrals through LCTCS campus student-support infrastructure.
Pod Principal (1/pod)	Dir. of Academics, SPED & Federal Programs	Provides on-site leadership: discipline under the school's framework (administering Maxient), student culture and activities, student health and medication disbursement, transportation issues, parent complaints, and a daily visible presence. Delivers PD on site from content produced by the Dir. of Academics, SPED & Federal Progs; single on-site point of contact for LCTCS employees, parents, and students.
Campus Coordinator (1/pod)	Pod Principal	Provides clerical / front-office support at the pod, processes enrollment, and tracks daily attendance, feeding attendance data to the Dir. of Testing, Accountability & Enrollment for oversight / count-date review.
Learning Support Specialist (3/pod)	Dir. of Academics SPED & Federal Programs	Staffs the pod's in-person intervention layer: small-group and one-on-one academic support for students working through the Canvas-delivered core and college coursework; functionally directed by the Dir. of Academics, SPED & Federal Programs for special education service delivery.
Success Navigator (1/50 students)	Dir. of Student Success	Builds each student's individualized plan at intake and manages it, with the student, through graduation; coordinates counseling / wraparound referrals; serves students at the pod, with the Pod Principal as the on-site contact.

Some staff may also teach a course section; Success Navigators who demonstrate core-area competency serve as teaching Success Navigators, delivering Foundations-phase course sections. Day-to-day financial processing will be performed by O'Brien Services, LLC, the contracted back-office financial services provider, with the Director of Operations serving as liaison and the Executive Director and board providing oversight; the board retains final financial authority (OPC.28).

Other entities and ESP status. LCTCC relies on LCTCS for instructional delivery and shared services, provided at arm's length under written, board-approved MOUs. LCTCS is the school's formal corporate partner under La. Bulletin 126, Ch. 39 (Corporate Partnerships Addendum) and a service provider, not the governing body. LCTCC does not contract with an Education Service Provider or Charter Management Organization to operate the school; the ESP addendum is therefore not applicable, and the relationship between LCTCS and the charter board is defined entirely by board-approved agreements that preserve the board's independent governance authority and the school's sole accountability for results.

OPC.18 - Lines of reporting and accountability and rationale supporting the school model.

Level	Reports to	Accountable for
Charter Board	BESE / authorizer; the public	Governance, mission, policy, budget, and goal-setting; hiring and evaluating the Executive Director; sole accountability for the school's results under the Performance Compact and the standard accountability system; approval and oversight of all LCTCS agreements.
Executive Director (Dr. Michelle Clayton)	Charter Board	Whole-school instructional, operational, and financial performance, including the Canvas-delivered core, the in-person learning pods, and the school's use of LCTCS-delivered instruction and shared services.

Level	Reports to	Accountable for
Regional: Dir. of Academics, SPED & Federal Prog.; Dir. of Operations; Dir. of Testing, Accountability & Enrollment; Dir. of Student Success	Executive Director	Academics, curriculum, special education, and federal programs, including PD content; operations, the O'Brien Services relationship, transportation, food service, and facilities; state testing, accountability and SPS management (including drop coding), the October 1 and February 1 counts, attendance and membership oversight, and all state reporting; and supervision of Success Navigators across pods.
Pod Principal (one per pod)	Dir. of Academics, SPED & Federal Programs	On-site pod leadership: discipline, student health and medication disbursement, transportation issues, parent complaints, daily visible presence, on-site PD delivery, and single on-site point of contact for LCTCS employees, parents, and students.
Campus Coordinator (1/pod) and Learning Support Specialists (3/pod)	Pod Principal	Clerical support, enrollment processing, and attendance tracking at the pod (Campus Coordinator), with attendance and membership oversight and count-date review by the Director of Testing, Accountability & Enrollment; the pod's in-person intervention layer (Learning Support Specialists).
Success Navigators (1/50 students)	Dir. of Stud. Success; Pod Principal	Individualized student plans and caseload management through graduation, whether students are learning online or in person at a pod.
LCTCS instructional delivery and shared-services functions	Their employing colleges; coordinated with LCTCC by MOU	College faculty teach LCTCC's courses and remain college employees; back-office systems (Canvas, Banner, ConexED), facilities, and IT support the school. The Director of Academics, SPED & Federal Programs monitors instructional delivery and the Director of Operations coordinates campus logistics so these functions support the school; they do not supervise it.

Rationale. This structure gives the board a single point of accountability, the Executive Director, which keeps responsibility clear and avoids diffusion of authority. It keeps LCTCS instructional delivery and shared services at arm's length under board-approved MOUs, preserving the governance independence the charter model requires while still capturing the operational and financial efficiencies of a statewide system partner. The structure fits the school's hybrid design and re-engagement mission: LCTCC staff own the diploma program, each student's individualized plan, and the compliance and support functions, and are directly accountable to the leader and board, while LCTCS faculty, facilities, and systems deliver the coursework and infrastructure. The two-level design extends that clarity to every campus: each pod is led by one Pod Principal, accountable to the regional Dir. of Academics, SPED & Federal Programs and serving as the single on-site point of contact for LCTCS employees, parents, and students, so growth adds campuses without adding management layers.

OPC.19 - Teacher-student ratio and ratio of total adults to students. Non-Evaluative.

OPC.20 - Procedures for hiring and dismissing personnel, including criminal background checks. LCTCC will follow written, board-adopted personnel policies (Assurance #14) that govern the full employment cycle: recruitment, selection and offers, employee discipline, and dismissal. All procedures will be applied on a non-discriminatory basis and are supported by criminal background checks for every adult who works with students, including third-party contracted staff and LCTCS personnel assigned to LCTCC students under the MOU.

Recruitment of qualified candidates. LCTCC will recruit through posted job descriptions stating the required credentials and experience for each OPC.17 role, sourcing candidates through Louisiana

educator and counselor pipelines, LCTCS networks, university programs, and targeted outreach for specialized roles, with job-related screening criteria applied uniformly to all applicants.

Selection and position offers. Candidates will advance through a structured, consistent process: application screening against the posted criteria, structured interviews using common questions and rubrics, a skills demonstration where applicable, verification of credentials cited, and reference checks. Written offers will be contingent on successful completion of credential verification and a satisfactory criminal background check before the employee begins work with students.

Criminal background checks. Consistent with La. R.S. 15:587.1 and 17:15, LCTCC requires a satisfactory criminal history record check (fingerprint-based state and FBI checks, Louisiana State Police review) for all prospective employees before employment, extending to third-party contracted staff and any adult with unsupervised student access. For LCTCS personnel serving LCTCC students, LCTCC obtains written assurance that assigned personnel have cleared equivalent checks, a condition of assignment under the MOU. Employment or assignment will be denied or terminated for disqualifying offenses as defined by law.

Employee discipline. LCTCC will apply progressive discipline under its written personnel policies: documented expectations, coaching and feedback, written warnings, and, where warranted, a performance-improvement plan. Actions will be documented and applied consistently and without discrimination.

Dismissal. Dismissal will follow the written personnel policies and will be for cause, with appropriate documentation and due process. Procedures comply with applicable law and the school's grievance policy (APX.3) and apply equally to all employees regardless of protected status.

Non-discrimination. All hiring, discipline, and dismissal decisions will comply with federal and state non-discrimination law. LCTCC will not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or any other protected characteristic, in keeping with the school's assurances.

OPC.21 - How the school will handle teacher changes and turnover. LCTCC's staffing model changes the shape of this risk. Because every course is LCTCS-delivered, continuity of instruction is a function of the LCTCS faculty pool rather than a small charter teaching corps: when an instructor changes, the college reassigns a qualified faculty member under its staffing procedures, and the MOU obligates LCTCS to maintain qualified instruction for every LCTCC course. Turnover risk therefore concentrates in its own student-support and operations staff, and the school takes a two-part approach there: it works to reduce turnover and maintains a feasible plan to ensure uninterrupted coverage when changes occur.

Reducing turnover. LCTCC will limit turnover through competitive compensation, a structured induction and mentoring program, ongoing job-embedded professional development (with content produced by the Director of Academics, SPED & Federal Programs and delivered on site by each Pod Principal), distributed leadership opportunities, and a supportive, mission-aligned culture. Regular check-ins and stay conversations surface concerns early so the school can act before a staff member decides to leave. When changes do occur, the school's staffing-continuity plan ensures coverage as follows:

Situation	Coverage provision
Course instructor change	The delivering college reassigns a qualified LCTCS faculty member under its standard academic staffing procedures; the MOU requires continuous qualified instruction for every LCTCC course, so students never lose a course to a personnel change. The Dir. of Academics, SPED & Federal Programs monitors every transition.
Success Navigator vacancy or absence	The Dir. of Student Success (Lead Navigator) redistributes caseloads among the navigator team within the one-navigator-per-50-students caseload standard while the position is posted and filled from the maintained candidate pipeline; every student keeps a named navigator throughout, with the Pod Principal as the on-site contact.
Leadership team vacancy	A written succession and cross-coverage plan designates an acting owner for each function (for example, the Dir. of Academics, SPED & Federal Programs acts for the

Situation	Coverage provision
(including planned leave)	E.D., and a designated regional director acts for a Pod Principal); advance scheduling requires an approved coverage plan before extended leave begins.
Campus Coord. or Learning Support Specialist absence	The Campus Coordinator and the office of the Director of Testing, Accountability & Enrollment are cross-trained on enrollment processing, attendance and membership tracking, and drop-coding procedures, which are fully documented so any trained team member can execute them; the pod's three Learning Support Specialists provide rotating coverage for one another.

Feasibility. The partnership gives LCTCC what a stand-alone start-up lacks: a statewide pool of credentialed faculty behind every course, so no single resignation interrupts instruction, and, with documented procedures, cross-training, and a maintained candidate pipeline, continuity of both instruction and student support through any staff change.

ORGANIZATIONAL PLAN AND CAPACITY: SCHOOL LEADERSHIP TEAM CAPACITY

Appendix 4 – APX.4: Leadership Resume and Job Descriptions

ORGANIZATIONAL PLAN AND CAPACITY: CHARTER BOARD GOVERNANCE

OPC.22 - Board member roster with each person's role, responsibilities, and expertise area. The founding board provides independent governance across five expertise areas: academics, finances, legal issues, management and operations, and community relations. The adopted bylaws (APX.6) fix the board at seven directors, three appointed by LCTCS while the MOU is in effect (§4.2), keeping corporate-partner representation below a majority as R.S. 17:3991.1 requires. Five members are confirmed and the two remaining seats are being filled with independent (non-LCTCS) members. Officers (Chairperson, Vice Chairperson/Secretary, and Treasurer) are appointed annually by the board under bylaws Article V, and the bylaws establish three standing committees, the Executive Committee, the Governance/ Nominating Committee, and the Finance Committee, whose members are appointed by the Chair (§7.2).

Name	Board role	Major responsibilities	Expertise area(s)
W. Chandler LeBoeuf, Ed.D.	Board Chair; academic / workforce oversight	Oversight of academic performance, workforce pathways, and student-success goals; advancement, fundraising, and foundation / partner cultivation; community / industry stakeholder engagement.	Higher ed.; leadership; academics; management, operations; community relations
Richard J. Nelson, J.D.	Board Treasurer; Finance Committee	Fiduciary oversight of public funds and the annual budget; strategic direction and alignment with the school's mission; liaison to state policymakers and the Legislature.	Statewide public governance; finances; legal; community / government relations
Tommy Screen, J.D.	Board Secretary; Governance Committee	Governance, bylaws, and regulatory and accreditation compliance oversight; Open Meetings and Public Records compliance; risk management and policy review.	Legal expertise; management and operations; community / government relations
Shep Buckman, CFA, CMT	Finance Committee; pending Treasurer nomination	Independent (non-LCTCS) member. Fiduciary oversight of public funds, reserves, and financial reporting; audit and internal-controls oversight through the Finance Committee; investment and reserve policy guidance.	Finance; investment and asset management
Adam Knapp	Board Member; workforce and industry alignment	Independent (non-LCTCS) member. Oversight of employer partnerships and alignment of career pathways to regional workforce demand; business, community, economic development engagement; liaison to regional employers.	Workforce and economic development; management and operations; community relations

Appendix 5 – APX.5: Charter Board Resumes

OPC.23 - Existing relationships posing actual or perceived conflicts and mitigation steps. LCTCC's closest founding relationship, with the Louisiana Community and Technical College System (LCTCS), is also the one most likely to create a conflict of interest, and the governance structure is built to manage it transparently and at arm's length. As a public charter school, LCTCC and its board members are public servants subject to the Louisiana Code of Governmental Ethics (R.S. 42:1101 et seq.); the board's conflict of interest policy (APX.6) meets or exceeds the Code's requirements, and the bylaws separately bar directors and officers from any direct or indirect interest in contracts relating to LCTCC's operations except as La. R.S. 17:3991.1 permits (§8.5).

The Applicant hereby discloses that Richard Nelson, a member of the Louisiana Community and Technical College Charter School Board, also serves as President of the Louisiana Community and Technical College System, the Applicant's corporate sponsor. The Applicant further discloses that the attached 2019 opinion of the Louisiana Board of Ethics addresses the applicability of the Louisiana Code of Governmental Ethics to a similar governance arrangement involving a charter school governing authority and its corporate partner. The Applicant has reviewed the opinion and will ensure compliance with all applicable provisions of the Louisiana Code of Governmental Ethics, including any required financial disclosure and recusal obligations, to the extent applicable.

Existing relationships that could pose actual or perceived conflicts. Three board members, the LCTCS-appointed directors under bylaws §4.2, hold senior LCTCS leadership positions: the President of LCTCS, the Executive Vice President (who serves as LCTCC Board Chair), and the General Counsel (who also serves as the entity's registered agent). LCTCS is LCTCC's corporate partner under La. Bulletin 126, Ch. 39 (APX.11), the provider of the school's shared services, and, through BRCC, the host of its launch site. The board discloses these relationships fully and treats each as a related-party relationship requiring active management; no board member has any undisclosed financial, familial, or contractual relationship that would pose an actual conflict of interest.

Standing safeguards. Every relationship above is governed by one set of safeguards, applied to every related-party matter: 1) annual written disclosures, updated whenever circumstances change, plus disclosure of any financial interest whenever a possible conflict arises (Policy, Arts. III and VI), with the Governance/Nominating Committee screening every board and committee agenda against the disclosures in advance; 2) recusal of the interested member from both discussion and vote, with approval only by a majority of the disinterested directors after a determination that the transaction is in the school's best interest, fair, and reasonable (Art. III), all recorded in the minutes (Art. IV); 3) the bylaws' structural cap of three LCTCS appointees on a seven-member board, so the four non-LCTCS members always hold the voting majority (§4.2); 4) periodic review of compensation and partner transactions for arm's-length reasonableness (Arts. V and VII); (5) annual ethics, conflicts, and Open Meetings training (OPC.29); and (6) discipline for failure to disclose (Art. III, §4). In addition, because these relationships may implicate the Code's substantive provisions on a public servant's participation in transactions affecting their economic interests and interests in contracts with their governmental entity (R.S. 42:1112-1113), the board will obtain its own advisory opinion from the Board of Ethics before executing any agreement with LCTCS, supplementing the attached 2019 opinion, and will structure those agreements, and if the opinion so requires the affected board memberships, to conform to it. Recusal addresses a member's participation in a decision; the advisory opinion ensures the contracting relationship itself is permissible.

R**elationship-specific steps.** Beyond the standing safeguards, which apply to every row:

Existing relationship	Conflict it could pose	Additional steps specific to relationship
3 board members hold LCTCS leadership roles (President; EVP, who serves as Board Chair; Gen. Counsel)	Favoring LCTCS interests over the school's; R.S. 42:1112-1113 participation and contract issues	Board of Ethics advisory opinion obtained before any LCTCS agreement is executed; affiliated members recused from every LCTCS-related matter

Existing relationship	Conflict it could pose	Additional steps specific to relationship
LCTCS delivers coursework and provides shared systems (Banner, Canvas, ConexED) and pathway services	Self-dealing in the scope and price of related-party services	MOUs on benchmarked, public-funds-compliant terms; annual Finance Committee review of pricing and performance; board right to amend, terminate, or re-source
Launch site hosted at BRCC under a facility-use agreement	Facility terms not negotiated at arm's length	Written agreement at fair-market or documented-cost terms, disclosed in board minutes
LCTCS General Counsel serves on the board and as registered agent	Dual loyalty where LCTCS and school interests diverge	Standing disclosure on file; board authority to retain independent counsel for related-party transactions
Future personal, professional, or financial relationships of current or incoming members	Undisclosed conflicts as the board grows and contracts for goods/services	Pre-vote disclosure on every agenda item; advisory opinions sought where interpretation is uncertain

Together, these safeguards ensure no decision involving LCTCS is ever made by the affiliated members alone, converting the LCTCS relationship from a liability into a transparent, well-governed asset.

ESP and affiliated business entity disclosure. LCTCC does not contract with an Educational Service Provider (ESP); there is no management company or affiliated for-profit business entity involved.

OPC.24 - Board as a governing body: safeguards, committees/councils, and accessibility. LCTCC is governed by an independent board whose role is to govern, not manage: it holds fiduciary and policy authority, exercised through mission-setting, policy adoption, goal-setting, oversight of the Executive Director, and assurance of legal and financial compliance, while the Executive Director and staff carry out operations. That distinction is established at seating and reinforced continuously.

Demonstrating understanding of the governing role. Board members demonstrate their understanding through structured onboarding and a recurring development cycle: at seating and annually, members complete the OPC.29 training covering Louisiana charter law and Bulletin 126, fiduciary duties, the governance-versus-management distinction, the Open Meetings Law and Public Records Act, and the Code of Governmental Ethics, and they affirm that understanding through the annual board self-evaluation, the annual conflict of interest statements, and adherence to the adopted bylaws, which both vest management of the corporation's affairs in the board (§4.1) and expressly provide for the delegation of day-to-day operations to the Executive Director through the Chairperson (§5.5). The governance-versus-management divide is therefore not only planned; it is codified in the school's governing documents. The board's primary supervisory relationship is with the Executive Director: it hires, supports, sets annual goals for, and formally evaluates the leader (OPC.27), and holds the leader, not individual staff, accountable for results. LCTCC does not contract with an Educational Service Provider; LCTCS delivers coursework and shared services at arm's length under written MOUs and is a service provider, not the governing body.

Safeguards against over-involvement in day-to-day management. The board maintains explicit safeguards to prevent it from drifting into operational management:

- Adopted bylaws (Appendix 6) that delineate board-versus-leader authority, vesting governance in the board (§4.1) and delegating day-to-day operations to the E.D. (§5.5), reinforced by board policy.
- A single-point-of-accountability rule: operational direction flows to staff only through the Executive Director, and individual board members do not direct staff.
- An annual board self-evaluation that assesses whether the board has stayed in its governance lane.
- A committee structure that advises and oversees but does not manage operations.
- Board training, at seating and annually; reinforces the governance-versus-management distinction.
- Adopted conflict of interest policy, including disinterested-majority approval of any matter involving LCTCS.

Committees, advisory bodies, and councils. LCTCC's bylaws establish three standing committees (Article VII), each with a defined role and clear responsibilities that support the work of the full board:

- **Finance Committee** (appointed by the Chairperson) oversees the annual budget, financial reporting, internal controls, the annual accounting review and independent audit required by bylaws §1.4, and the school's financial goals (OPC.25, OPC.28).
- **Governance/Nominating Committee** (appointed by the Chairperson) oversees bylaws and board policy, board recruitment and the skills matrix (OPC.29), Open Meetings and Public Records compliance, ethics and conflict of interest administration (OPC.23), and risk.
- **Executive Committee** (the Chairperson, Vice Chairperson/Secretary, Treasurer, and the chairs of the Governance/Nominating and Finance Committees) coordinates the board's work between meetings within the authority the board delegates by resolution.

Academic oversight, including progress against the EPC.12 goals and the Performance Compact, sits with the full board through the standing performance dashboard (OPC.26); the board may designate an additional academic oversight committee by resolution under bylaws §7.1. Committees advise and make recommendations to the full board, which retains decision-making authority; they do not manage school operations. In addition, the Design Advisory Council and the community and employer advisory input described in EPC.16 function as advisory bodies that channel stakeholder voice to the leader and board without exercising governing authority; under bylaws §7.2, members of such advisory committees need not be directors. Officers (Chairperson, Vice Chairperson/Secretary, and Treasurer) are appointed annually by the board under bylaws Article V.

Accessibility to staff, community, and families. The board complies with the Open Meetings Law for all annual, regular, special, and committee meetings, as the bylaws require (§4.11(b), 7.6): meetings are public, noticed in advance with posted agendas and a public-comment period (OPC.30), held at accessible times and locations with a virtual option, with agendas, materials, and minutes available on request in families' home languages. The Design Advisory Council, annual surveys, public comment, and the formal grievance process give staff, families, and community members standing avenues to reach the board.

OPC.25 - Measurable organizational and financial goals for the first five years. LCTCC adopts the measurable organizational and financial goals below for each of the first five years of operation. The organizational goals align to the organizational indicators the Louisiana Department of Education (LDOE) scores in the Charter School Performance Compact Annual Review (enrollment of economically disadvantaged students and students with disabilities, persistence, suspensions, special education timelines, least-restrictive environment, subgroup performance, and governance and safety compliance); academic goals are stated in EPC.12 under the standard accountability system. Two definitions anchor the tables: enrollment is actual October 1 enrollment, certified by the Director of Testing, Accountability & Enrollment, as a percentage of the budgeted projection (Year 1: 500 students at BRCC, with the budget balanced down to 425, or 85%, in every year through the Year 5 budgeted 5,000); and persistence counts students in membership under the state definition, enrolled and actively attending, since a student who stops attending exits the membership count.

Organizational goals (Years 1 to 5).

Goal / Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment: Oct. 1 enrollment as % of budgeted	≥ 90%	≥ 92%	≥ 95%	≥ 95%	≥ 95%
Persistence: enrolled & attending all year	≥ 70%	≥ 73%	≥ 76%	≥ 78%	≥ 80%
Average daily attendance	≥ 80%	≥ 82%	≥ 83%	≥ 84%	≥ 85%
Open-enrollment / lottery compliance	100%	100%	100%	100%	100%
Special education compliance (timelines, IEPs, etc.)	100%	100%	100%	100%	100%
Board governance compliance	100%	100%	100%	100%	100%
On-time required state / authorizer reporting	100%	100%	100%	100%	100%
Staff retention	≥ 75%	≥ 78%	≥ 80%	≥ 83%	≥ 85%

Goal / Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Family and student satisfaction (annual survey)	≥ 80%	≥ 80%	≥ 83%	≥ 85%	≥ 85%
Health, safety, facilities compliance (drills, crisis plan, code)	100%	100%	100%	100%	100%

LCTCC has a single enrollment goal, stated above: actual October 1 enrollment at 90, 92, 95, 95, and 95% of budgeted enrollment across Years 1 through 5. The 85% minimum (Year 1: 425 of 500) is the budget-viability floor from the enrollment contingency plan (FPC.35), not the performance target; the board monitors it as a financial early-warning threshold (OPC.26, OPC.28).

Financial goals (Years 1 to 5).

Goal / Measure (Compact framework)	Year 1	Year 2	Year 3	Year 4	Year 5
Current ratio (near-term)	≥ 1.1	≥ 1.1	≥ 1.1	≥ 1.2	≥ 1.2
Unrestricted days cash on hand (near-term)	≥ 25	≥ 25	≥ 25	≥ 30	≥ 30
Debt default (near-term)	None	None	None	None	None
Total margin (sustainability)	≥ -1%	≥ 0%	Positive	Positive	Positive
Debt-to-asset ratio (sustainability)	< 0.9	< 0.9	< 0.9	< 0.9	< 0.9
Cumulative cash flow (sustainability)	≥ 0	Positive	Positive	Positive	Positive
Debt service coverage ratio, if any (sustainability)	≥ 1.1	≥ 1.1	≥ 1.1	≥ 1.1	≥ 1.1
Budget-to-actual variance	±5%	±5%	±5%	±5%	±5%
Independent annual audit	Clean	Clean	Clean	Clean	Clean
LDOE Fiscal Risk Assessment Level	Low	Low	Low	Low	Low
Unrestricted fund balance as % of revenues	≥ 7.5%	≥ 7.5%	≥ 7.5%	≥ 7.5%	≥ 7.5%

Goals will be adopted by the board, embedded in its performance dashboard, and monitored (OPC.26).

OPC.26 - How the board will monitor goals and actions if trending toward not meeting them. The board will formally adopt the school's academic goals (EPC.12) and the organizational and financial goals (OPC.25) and will monitor them through a standing performance dashboard reviewed at each regular meeting (the bylaws require no fewer than eight per year; the board expects to meet monthly in the start-up years, OPC.30). The dashboard mirrors the three rating areas of the LDOE Charter School Performance Compact Annual Review (academic, organizational, and financial) and reports current status, trend, and progress against target for every goal, so that the board sees not only where the school stands but the direction it is moving early enough to act.

What the board monitors.

- **Academic.** The standard accountability measures on which the school is judged (School Performance Score and letter grade, LEAP 2025, ACT, cohort graduation rate) plus the Compact-reported supplements, against the EPC.12 targets.
- **Organizational.** The Annual Review organizational indicators, tracked against the OPC.25 organizational goals table.
- **Financial.** Budget-to-actual performance, enrollment against the 85% floor, the LDOE Fiscal Risk Assessment category, the annual independent audit, lawful use of public funds, and the OPC.25 financial-health targets, with the OPC.28 controls.

The Finance Committee and the Governance/Nominating Committee each conduct a deeper review within their domains and report to the full board, which reviews academic results directly through the dashboard, and the board reviews the EPC.16 family and community feedback as part of its monitoring.

Actions if the school is trending toward not meeting goals.
When any goal trends off track, the board requires a written root-cause analysis and corrective-action plan with owners and timelines, intensifies monitoring and committee review until the trend reverses, and directs targeted resources within the leader's operational authority. Financial early-warning signals trigger board-level action (budget amendment, cash protection, audit-finding response), and continued underperformance escalates through the leader-evaluation corrective process in OPC.27, documented

consistent with the Compact's Accountability Intervention Ladder. This cycle surfaces underperformance early and responds through governance channels rather than operational management, keeping the school on track against its adopted goals.

OPC.27 – Evaluating the Executive Director/School Leader, monitoring progress toward renewal standards. The board's single most important act of oversight is the supervision of one employee: the Executive Director, Dr. Michelle Clayton. Under the single-point-of-accountability structure described in OPC.24 and the leadership section (OPC.17 to OPC.21), the board does not manage daily operations; it sets the standards the leader must meet, supplies the leader with support, and holds the leader, rather than individual staff, accountable for results. The board hires, supports, sets annual goals for, formally evaluates, and, where necessary, takes corrective action with the Executive Director. The evaluation system described below is the mechanism by which the board keeps the school on track to satisfy the renewal standards in its Charter Operating Agreement and the Louisiana Charter School Performance Compact, and it is the destination for the escalation sequence in OPC.26.

OPC.27.a. The information the board will collect. The board will adopt a set of performance standards that the E.D. must satisfy to keep LCTCC on track to achieve its vision. These standards reflect the academic, organizational, and financial performance metrics of the Charter School Performance Compact (same areas LDOE scores in the Annual Review), measured on the standard accountability system, and they add leadership competencies within the leader's direct control. Each standard is weighted so that academic and student-outcome results, which most directly determine renewal, carry the greatest weight. The leader is rated on each standard as Exceeds, Meets, Approaching, or Below.

Eval. standard	Weight	What the leader must demonstrate
1. Academic performance and student outcomes	35%	Progress toward the School Performance Score and letter grade and the EPC.12 targets on the standard accountability system: LEAP 2025 achievement, ACT performance, and the cohort graduation rate, plus credit accumulation, dual enrollment, and industry-based credential (IBC) attainment reported under the Compact.
2. Organizational and operational health	20%	Achievement of the organizational goals in OPC.25 (enrollment against budget, persistence under the state membership definition, attendance, out-of-school suspension rate, special education timeline compliance, least-restrictive environment, subgroup performance, staff retention, and family satisfaction) and sound day-to-day operations.
3. Financial stewardship	20%	Management of the school within the board-approved budget, enrollment at or above the 85% floor, a clean independent audit, an LDOE Fiscal Risk Assessment of No Action, lawful use of public funds, and the internal financial-health targets in OPC.25.
4. Governance, compliance, and ethics support	10%	Accurate and on-time reporting to the board and authorizer; compliance with the Open Meetings Law, Public Records Act, Code of Governmental Ethics, IDEA, and health and safety law; and effective support of the board's governance role.
5. Leadership, talent, and school culture	15%	Effective leadership of the staff and of the LCTCS instructional partnership, recruitment and retention of qualified staff, a safe and supportive culture for returning learners, and strong family and community engagement (EPC.16).

OPC.27.b. The specific measures and metrics to be used. The board's standing performance dashboard (OPC.26) is the primary instrument, supplemented so that the board's judgment is triangulated and defensible: state and authorizer data (the Annual Review, SPS and letter grade, LEAP 2025, ACT, cohort graduation rate, subgroup data, and the Fiscal Risk Assessment), the annual audit and monthly budget-to-actual statements, the leader's written self-evaluation, operational compliance records, stakeholder evidence (retention, satisfaction surveys, committee observations), and site visits. The specific metrics for each standard are the same numbers the board already monitors, the EPC.12 targets for the academic

standard and the OPC.25 goal tables for the organizational and financial standards, so the leader's evaluation and the school's renewal standards are one and the same set of numbers.

OPC.27.c. The timeline and frequency of evaluation. The board evaluates the leader on a continuous annual cycle rather than a single year-end event, so that problems surface early enough to act before renewal standards are at risk. The Governance/Nominating Committee (+Board Chair) owns the evaluation process and recommends to the full board, which adopts the final rating by vote in open session and records it in the minutes.

Stage	Freq. / timing	What happens and how information is collected
Standards and goal-setting	Annually, start of school year	The board and leader agree on annual goals and the weighted standards, anchored to the Compact metrics and renewal standards; the leader's evaluation rubric for the year is adopted by board vote.
Dashboard monitoring	Each board mtg. (monthly financials)	The board reviews the performance dashboard for status, trend, and progress against every target, and reviews monthly budget-to-actual statements; committees conduct deeper domain reviews and report out.
Mid-year formative review	Once mid-year (January)	The board conducts a formal formative check-in against each standard using dashboard data and the leader's progress report, gives written feedback, and confirms whether any standard is trending off track.
Annual summative evaluation	Once per year (after LDOE Annual Review and audit data)	The committee compiles the full evidence base (state results, audit, dashboard, self-evaluation, surveys, site visits), rates the leader on each weighted standard, and the full board adopts the summative rating, which informs retention, support, and compensation.
Targeted / for-cause review	As triggered	Any material early-warning signal (a missed metric, audit or fiscal-risk finding, or compliance issue) triggers an off-cycle review and, if warranted, the corrective-action process below.

Corrective action when the leader is trending toward not meeting accountability measures. If the leader does not meet one or more accountability measures, or the school trends toward not meeting a renewal standard, the board follows a defined, graduated corrective-action process. This is the leader-level extension of the escalation sequence in OPC.26: the board acts through governance channels, documents every step, and escalates only as far as the leader's response requires. The sequence is designed to remedy underperformance and protect the school's standing under the Compact's Accountability Intervention Ladder, returning the school from any Notice of Concern or Notice of Breach to Good Standing.

1. **Early notice, root-cause analysis, and intensified support.** The board notifies the leader in writing of the off-track measure and requires a root-cause analysis and corrective-action plan with specific interventions, owners, milestones, and timelines, while increasing the frequency of reporting and committee review on the affected measure and directing targeted support (coaching, professional development, or reallocated budget) within the leader's operational authority until the trend reverses.
2. **Formal Performance Improvement Plan (PIP).** If the measure does not improve, the board places the leader on a written PIP stating the specific standards to be met, the evidence to be used, and a defined timeframe (approximately 30 to 90 days), with progress reviewed at each meeting. Failure to meet the PIP results in a formal written warning and may affect retention, contract renewal, and any performance-based compensation.
3. **Leadership change.** If performance still does not improve, the board exercises its authority to non-renew or terminate the leader's contract under board personnel policy and initiates succession, ensuring no gap in accountable leadership.
4. **Documentation and authorizer alignment.** The board documents the issue, the actions taken, and the results, consistent with the LDOE Annual Review and the Compact's Accountability Intervention Ladder, so corrective action is transparent, LCTCC's progress toward renewal standards is protected.

OPC.28 - Financial planning, accounting, purchasing, and payroll policies and procedures.
LCTCC's financial management system pairs a professional back-office structure with board-level

controls drawn from the adopted bylaws and a financial policy framework adapted from LCTCS's existing policies governing the fiscal use of public funds, purchasing controls, and third-party billing, adjusted to charter school requirements. The board has identified O'Brien Services, LLC as its contracted back-office financial services provider and Martin and Pellegrin, CPAs as independent auditor; both firms' scope, experience, and the liaison structure are detailed in FPC.36. The bylaws require an annual financial review by a public accounting firm distributed to every director (§1.4), and as a public charter school LCTCC will in all events undergo an annual independent audit filed with the Louisiana Legislative Auditor; the fiscal year runs July 1 to June 30 (§9.2).

OPC.28.a. How the board will monitor the school's financial position. The board monitors the school's financial position on a fixed monthly cadence: the back-office provider, through the Dir. of Operations, prepares monthly statements (budget-to-actual with variance explanations, cash position and days cash on hand, enrollment-driven revenue against the 85% floor, balance sheet) for Finance Committee review and presentation at each regular meeting, and the bylaws require the Treasurer to render an account at regular meetings (§5.7) and the board to meet at least eight times per year (§4.8). The board will adopt the annual budget before the fiscal year begins, approve budget amendments when actual enrollment or spending diverges materially from plan, and track the OPC.25 financial goals (current ratio, days cash, budget-to-actual within plus or minus 5%, clean audit, low-risk LDOE Fiscal Risk Assessment) on its performance dashboard with the OPC.26 escalation sequence as the intervention mechanism. The annual audit is presented directly to the board, and the bylaws require the accounting firm's report to reach every director (§1.4).

OPC.28.b. Financial controls at the central and school level for long-term viability. Controls are built on segregation of duties across four layers. The board holds final financial authority: it adopts the budget and amendments, selects depositories (bylaws §8.3), authorizes contract signing (§8.1), and, absent a contrary resolution, checks and payment orders are signed by the Chairperson and countersigned by the Treasurer (§8.2). The Executive Director approves expenditures within the board-adopted budget and board-set thresholds and may not approve expenditures outside them. The Dir. of Operations initiates and documents purchasing under the adapted LCTCS purchasing-control framework (documented quotes and competitive processes at policy thresholds, purchase orders, receiving verification, and invoice matching before payment), maintains the contract and grant files, and coordinates third-party billing. The back-office provider executes processing (payroll and benefits, accounts payable, reconciliations, general ledger, reporting), so no single school employee both initiates and executes a transaction, and its monthly close feeds the board reporting above. Complete books and records are maintained (§9.1), public funds are used solely for lawful public purposes, and the periodic conflict-of-interest reviews (Article VII) confirm all related-party arrangements, including every LCTCS MOU, are reasonable and arm's-length. Together these controls, the enrollment discipline of budgeting to the 85% floor, and the audit cycle protect the school's long-term financial viability as it scales from 500 students to 5,000.

OPC.29 - Plan for training and development of new and continuing board members. The board uses a recurring cycle that (1) assesses the board's collective strengths and weaknesses, (2) trains continuing and new members against the areas where capacity is thin, (3) recruits new members to fill the expertise gaps the assessment identifies, and (4) onboards every new member so they are fully familiar with the bylaws and the board's legal requirements before they vote. The five areas of member expertise (academics, finance, legal, management and operations, and community relations) anchor this cycle.

Assessing the board's strengths and weaknesses. The board maintains a board skills matrix that maps each member against the five required expertise areas plus governance competencies (charter law, fiduciary duty, ethics, special education, and finance). Annually, and whenever a vacancy arises, the Governance/Nominating Committee leads a board self-evaluation (members rate effectiveness and confidence by domain) and a gap analysis comparing current coverage against the expertise the school's stage of growth demands, with results driving the training plan and recruitment priorities below.

Expertise	How coverage is assessed	How identified gaps are addressed
Academics	Self-evaluation rating and member background review against the school's academic and re-engagement model.	Targeted training and, if thin, recruitment of a member with K-12 or workforce-education expertise.
Finance	Confirm at least one member with financial, accounting, or audit expertise (ideally a CPA) and Treasurer capacity.	Financial-management training for all members; recruit a finance/CPA member if coverage is weak.
Legal	Confirm access to charter, employment, and ethics legal knowledge on the board or through counsel.	Counsel-led training; recruit a member with legal expertise; retain independent counsel as needed.
Mgmt. and operations	Assess experience leading organizations, operations, HR, and facilities.	Operations-focused training and recruitment of an operations or management leader.
Community relations	Assess ties to the served community, families, and regional employers.	Recruit community, family, and employer voices; strengthen EPC.16 advisory channels.
Governance	Annual self-evaluation, training-completion records, compliance review.	Annual refreshers and topical training on any low-confidence governance domain.

Comprehensive training and development plan. Comprehensive training and development plan. The board adopts a written training plan that corresponds directly to the areas the assessment flags and satisfies Louisiana's mandatory training requirements: consistent with Assurances #17 and #18, the Board Chair and each new member complete at least one hour of training in board governance, special education, and financial management within one year of assuming the role, continuing members receive annual refreshers plus topical sessions targeted to the year's identified gaps, and completion is tracked by the Vice Chairperson/Secretary. Training is sourced from established providers, including the Louisiana Association of Public Charter Schools (LAPCS), whose board governance programming is designed specifically for Louisiana charter boards; the full provider list appears in the table below.

Training focus	Audience	Frequency	Provider
Core governance: charter law and Bulletin 126, fiduciary duty, governance vs. management	All members; new members	At seating and annual refresher	LAPCS, LDOE, board counsel
Open Meetings Law and Public Records Act	All members	At seating and annual refresher	Board counsel, LDOE
Code of Governmental Ethics (R.S. 42:1170 one-hour requirement)	All members	Annually	LA Board of Ethics
Board governance, special education, and financial management (Assurances #17, #18)	Board Chair; new members	Within one year of seating	LAPCS, LDOE
Gap-targeted topical training (e.g., finance, academics, special education, workforce)	All members	As prioritized by annual assessment	LAPCS, LCTCS
Performance Compact, school data, and renewal standards	All members	Annually	LDOE, E.D.

New member recruitment plan prioritizing required expertise. Recruitment is driven by the skills matrix, so the board fills its actual gaps rather than recruiting at random, while protecting independence: the four non-LCTCS seats are recruited from independent candidates so LCTCS appointees remain below a majority. When a seat opens, the Governance/Nominating Committee identifies the priority expertise areas from the current gap analysis; sources candidates through community and employer networks, professional associations, LCSA, and the EPC.16 family and community advisory channels, prioritizing those who close a flagged gap and add independence; vets against criteria for expertise, mission commitment, independence, and absence of disqualifying conflicts, including a conflict of interest disclosure under the adopted policy; and interviews and recommends finalists to the full board, which appoints new members under the bylaws (§4.5, §4.7).

New member onboarding plan. Every new member completes a structured onboarding before participating in board votes, paired with the Board Chair or a mentor member: a board orientation on the school's mission, model, and re-engagement and workforce vision; review of the adopted bylaws (APX.6), board policies, and the governance-versus-management distinction; training on Louisiana charter law and Bulletin 126, fiduciary duties, the Open Meetings Law and Public Records Act, and the Code of Governmental Ethics; a signed conflict of interest disclosure and the annual statement required by the adopted policy (Article VI), plus acknowledgment of board policies and the Assurances; an onboarding binder or portal with the bylaws, policies, recent minutes, the budget, the performance dashboard, and the charter application; and completion, within one year of appointment, of the Assurance #18 training in board governance, special education, and financial management.

OPC.30 - Board meeting frequency and Open Meetings / Public Records compliance. Meeting frequency. Per the bylaws, the board will meet no fewer than eight times per year (§4.8), and during the start-up and first operating years it expects to meet monthly, with standing-committee meetings and special meetings convened as needed. An annual meeting is held at the first meeting of each new fiscal year (§4.5(b)), and special meetings may be called by the Chair and any two directors on at least two business days' written notice (§4.9, 4.11(a)). Meeting dates are adopted annually, posted publicly in advance, and held at accessible times and locations with a virtual-participation option (OPC.24). The bylaws mandate that all annual, regular, special, and committee meetings be held in accordance with La. R.S. 42:1 et seq., including the Open Meetings Law and the Public Records Law (§4.11(b) and 7.6).

Open Meetings Law compliance (R.S. 42:11 et seq.).

Procedure	How the board complies
Public, open meetings	All board and committee meetings are open to the public; board business and votes occur in open session.
Advance public notice and agenda	Written notice and a posted agenda are published at least 24 hours in advance (excluding weekends and holidays) at the school and on its website.
Public comment	Each meeting includes a public-comment period on agenda items, per R.S. 42:14(D).
Quorum and recorded votes	A majority of the board's seven members constitutes a quorum (bylaws §4.12), and the act of a majority of directors is the act of the board (§4.13); votes are taken and recorded in open session.
Minutes	Minutes are kept by the Vice Chairperson/Secretary, approved by the board, placed in the corporation's minute books (bylaws §4.14), and made publicly available, recording members present, votes, and any recusals.
Limited executive session	Executive session is entered only by recorded two-thirds vote and only for purposes expressly permitted by R.S. 42:17; no final action is taken in closed session.
Ethics and recusal	Conflicts are disclosed and recusals recorded in the minutes, consistent with the Code of Governmental Ethics and the adopted conflict of interest policy (OPC.23).

The board complies with the Public Records Act compliance (R.S. 44:1 et seq.) via:

- **Designated records custodian.** The Vice Chairperson/Secretary, the custodian of the corporate records under bylaws §5.6, serves as custodian of records (supported by the Director of Operations) responsible for receiving and responding to public-records requests.
- **Timely response.** Requests are acknowledged and fulfilled within statutory timeframes, with records produced at lawful, reasonable cost.
- **Records retention.** Agendas, minutes, policies, financial records, and contracts are retained per the records-retention policy and state requirements; the bylaws require complete books, records, and minutes (§9.1).
- **Proactive transparency.** Agendas, approved minutes, and key governance documents are posted on the school's website so that much information is available without a formal request.

Appendix 6 – APX.6: Adopted Governing Bylaws

FINANCIAL PLAN AND CAPACITY

FPC.31 - Applicant team's individual and collective qualifications. LCTCC's leadership team is built so that each member's organizational role matches their professional skill set, and so that every operational and financial domain the school must run is owned by someone with demonstrated expertise in it. The team will be led by founding E.D. (School Leader) Dr. Michelle Clayton, whose career spans K-12 charter, traditional, and online school leadership and who authored the LDOE's Administrator's Guide to Implementing a High Quality Online Educational Program, the state's own playbook for the hybrid and online delivery model at the center of LCTCC's design. Success Navigators, Learning Support Specialists, and the school-based leadership team will be employees of the school and will report through the E.D., with LCTCS providing embedded facilities, course delivery, and data services at arm's length under written agreements. Three BESE-certified teachers participated in the development of this application, grounding its instructional, staffing, and budget assumptions in Louisiana classroom practice.

Financial capacity. Financial management will be anchored by a full-time, school-based Director of Operations who will serve as the school's liaison to O'Brien Services, LLC, the back-office financial services provider engaged for payroll, benefits administration, accounts payable, and financial reporting, and to Martin and Pellegrin, CPAs, the school's independent auditor. Behind both stands the finance infrastructure of the school's corporate partner: LCTCS administers state appropriations, self-generated revenues, and federal funds across twelve colleges with annually audited financial statements, and that institutional experience informed the budget model submitted with this application. Full detail on the financial management structure appears in FPC.36.

Each area of the plan is mapped to a responsible team member and the qualifications that make the fit:

Plan area	Role Responsible	Qualifications that match the role	Evidence
a. Staffing	Executive Director (Dr. Clayton) and Director of Academics, SPED & Federal Programs	Recruitment, selection, certification verification, and personnel management for a statewide hybrid high school; experience hiring certified educators and student-support staff to serve over-age, under-credited, and re-engaging learners, including for online and blended programs. Supported by LCTCS HR for posting, screening, and background-check processing.	Dr. Clayton resume, Dir. of Academics, SPED & Federal Prog. JD (APX.4)
b. Professional development	Dir. of Academics, SPED & Federal Progs, LCTCS CTE & Adult Education team	Designing and leading job-embedded PD, instructional coaching, and induction tied to the hybrid model. CTE and adult education PD design informed by the LCTCS career, technical, and adult education leadership team, with ongoing collaboration under the MOU.	Job descriptions, MOU (APX.4, APX.11)
c. Performance management	E.D. and Governing Board	Setting goals, monitoring outcomes against the Louisiana Charter School Performance Compact, and managing staff performance. Data analysis and reporting design informed by the LCTCS institutional research and planning office.	Board evaluation process (OPC.27, APX.6)
d. General operations and finance	Director of Operations	Day-to-day operations including scheduling, food service, transportation, purchasing, records, safety coordination; financial transactions processed via O'Brien Services, LLC under board and E.D. oversight with Dir. of Operations managing data inputs, reconciliations.	Director of Operations job description (APX.4)
e. Facilities management	LCTCS / campus facilities staff, with the Director	Maintenance, custodial, safety systems, and code compliance for the school's space, provided through the BRCC campus facilities organization as embedded	MOU (APX.11)

Plan area	Role Responsible	Qualifications that match the role	Evidence
	of Operations as school liaison	services under the LCTCS memorandum of understanding.	

Collective capacity. Individually, each domain is led by someone whose background fits the role; collectively, the team draws on the institutional capacity of the LCTCS system. The program design was developed with direct contributions from LCTCS's executive leadership for career, technical, and adult education; institutional research and planning; strategic enrollment management; and student success and support services, and that operating relationship continues after authorization through the MOU, with course delivery, facilities, data services, and student support delivered as embedded services. The governing board adds members with statewide public governance, higher education, financial, and legal expertise, and the independent members under recruitment will add academic and special-education, community, and industry expertise (APX.5).

FPC.32 - Managing non-academic services/oversight, incl. transportation for special populations.
LCTCC's plan for managing its non-academic services from the day it opens includes a clearly identified position responsible for the oversight of each operational aspect of the school. Day-to-day operations will be owned at the school by the E.D. and Dir. of Operations, supported by O'Brien Services, LLC for business transactions and by BRCC campus facilities (and those of future pod sites beginning in Year 2) under the LCTCS memorandum of understanding. The table below identifies who is responsible for each service and how the school will manage it; every cost cited is a line in the Overview Template.

Service	Oversight	How LCTCC will manage it
Transport-ation	Dir. of Operations, reporting to the E.D.	Louisiana law requires a charter school to provide transportation to enrolled students who reside more than one mile from the school, an obligation that runs to students residing in the parish where the school or learning pod is located (La. R.S. 17:158). LCTCC deliberately exceeds that floor: transit passes where routes serve the campus, and a contracted, board-approved provider beyond transit reach, with IEP-required transportation guaranteed as a related service. Y1 budget: $640,000 ($10 per ride, two rides per on-campus day, two days per week, 32 weeks), scaling to $6,400,000 at Y5.
Food services	Dir. of Ops	Y1 meals will be provided either through the BRCC campus cafeteria or via a third party vendor, with per-site solutions added as each learning pod activates. The school will participate in the National School Lunch Program; the budget model assumes 100 % of students qualify for free lunch in every year. Y1 budgeted meal cost is $320,000 against $270,560 in projected NSLP reimbursement, with the difference carried by general operating funds.
Facilities	LCTCS / BRCC facilities staff; Dir. of Ops as liaison	Custodial, maintenance, HVAC, life-safety systems, and code compliance delivered as embedded services under the LCTCS memorandum of understanding. The Director of Operations will submit and track work orders and confirm inspections and certificates of occupancy. Because these services are embedded in the per-student payment to LCTCS entities, the budget's facility lines (rent, utilities, water) are zero.
Purchasing / procure-ment	E.D. and Dir. of Ops	Purchasing will follow board-adopted fiscal policies and applicable public-bid law, with transactions processed through O'Brien Services, LLC. Spending authority and approval thresholds will be defined in the board's fiscal policies; the board will approve the budget and review expenditures.
Student records and data systems	Dir. of Ops, Campus Coordinator and Dir. of Testing,	Student records will be maintained in a school-operated K-12 student information system, not the colleges' postsecondary Banner environment (candidates: Condor, SolutionPathways), covering enrollment, attendance, meals, and state reporting, FERPA- and LDOE-compliant with role-based access, secure storage, and defined retention. Canusia, the LCTCS dual

Service	Oversight	How LCTCC will manage it
	Accountab-ility & Enrollment	enrollment portal, manages dual and concurrent enrollment records and integrates with Banner, connecting college course and transcript data at the appropriate stage without the K-12 records ever depending on a postsecondary platform. Daily attendance is captured automatically in Canvas, processed by the Campus Coordinator, and reviewed by the Dir. of Testing, Accountability & Enrollment before each state reporting cycle and count date. The SIS is budgeted at $25,000 in Year 1.
School safety	E.D., with Dir. of Ops and Pod Principals	A formal Crisis/Emergency Operations Plan with drills and visitor management, coordinated with BRCC campus police and formalized through law enforcement agreements at each host campus. A contracted school resource officer is budgeted at $75,000 per site.
Childcare navigation	Dir. of Student Success, via Success Navigators	Childcare navigation and referral are part of the wraparound-support catalog coordinated by each student's Success Navigator (ES.2.b, EPC.9.a): referral to LCTCS campus and community childcare resources, with class schedules built around family obligations. Delivered as a navigation and referral service on LCTCS's existing student-support infrastructure, so it carries no separate cost line in the Overview Template budget.
Grad. Ceremonies	Dir. of Ops and Dir. of Academics	Commencement and recognition events will leverage the host colleges' auditoriums and event facilities at each pod, a benefit of operating on college campuses that carries no facility rental cost.

Transportation designed for the special population subgroups. Transportation is a dedicated re-engagement strategy: for the school's high shares of economically disadvantaged students and students with disabilities, unreliable transportation is a prevalent cause of absenteeism and dropout, so LCTCC provides it at no cost to families. For economically disadvantaged students, free transit passes and contracted routes remove cost and access barriers, with stops coordinated to highest-need neighborhoods and schedules aligned to work and college-credit obligations; for students with disabilities, transportation is provided as an IEP-required related service consistent with IDEA, including specialized equipment, accessible vehicles, trained aides, and door-to-door service where required, jointly assured by the Dir. of Academics, SPED & Federal Programs and the Dir. of Operations (VOA.8).

Oversight and feasibility. The Director of Operations manages the transit-pass program, the transportation contract, routing, and rider eligibility, reporting to the E.D. The plan is feasible because the school procures service rather than operating a fleet at start-up, and because the BRCC campus is an existing transit-served site; all costs are reflected in the budget.

FPC.33 - Student recruitment and marketing plan ensuring equitable access. LCTCC's recruitment and enrollment strategy is grounded in established LCTCS pipelines and designed to ensure equitable, barrier-free access. In Years 1 and 2, recruitment focuses on EBR Parish and the Capital Region, with Bossier Parish recruitment beginning ahead of the Year 2 pod opening; as pods are added, recruitment extends across the LCTCS service area: the identified statewide recruitment market totals approximately 45,700 students: there are currently about 7,920 LCTCS adult education students ages 16 to 21; 13,885 dual enrollment students; 17,442 homeschooled students; and 6,470 grade 9 - 12 dropouts to target for re-engagement annually. The nearest segment of that market sits inside the founding system itself: the LCTCS adult education students ages 16 to 21 are, alone, nearly sixteen times the Year 1 target of 500, and they are students LCTCS staff already know by name and can refer directly at enrollment. This is what drives the proposed multi-year, multi-site trajectory. Targeted outreach will run through the referral sources closest to these students: local school district counselors, CTE and Jump Start coordinators, adult education intake staff, and workforce partners, so that the adults who see a student disengaging know exactly where to send them.

Technology-enabled recruitment and student journey. The school will use ConexED as its primary recruitment, engagement, and enrollment-management platform: prospective students connect through multiple entry points (the LCTCC website, digital advertising, information sessions, community events, adult education referrals, dual enrollment partnerships, and workforce partners) and are entered into ConexED and assigned to enrollment staff for follow-up. Milestone tracking guides students through defined enrollment stages from inquiry to first day of attendance, so staff can monitor progress and intervene when students disengage, and two-way text messaging, email campaigns, appointment and deadline reminders, and a virtual lobby for real-time off-campus enrollment support keep families engaged, which is particularly important for rural students, students with transportation barriers, and working families.

Equitable access and barrier mitigation. Enrollment staff use ConexED case management to document interactions and resolve barriers related to transportation, technology access, housing instability, or scheduling, mitigated through the statewide LCTCS footprint, mobile-friendly and public-computer application access, evening and weekend enrollment options, multi-channel communication for families with unstable addresses, and translation and interpretation services. Applications are available online, by mobile device, in person, and by mail, with no fee.

Recruitment timeline and rolling enrollment. Recruitment will run on an annual cycle: September through December (campaigns, information sessions, and counselor outreach), January through March (open enrollment and application support), April (review, verification, and a public lottery if oversubscribed), May through July (onboarding, advising, pathway selection, and orientation planning), and August (orientation and school opening). Because re-engaging students do not make decisions on a school-year calendar, LCTCC will also accept applications on a rolling basis throughout the year and will admit students as seats remain available, so a student ready to return in November is not told to wait until August. Startup-period recruitment and marketing costs will be provided in-kind by LCTCS entities and the LCTCS Foundation, as reflected in the Startup Conversion Statement and confirmed in the Foundation’s letter of support (APX.1), with ongoing recruitment staffing carried in the operating budget.

Admissions compliance. LCTCC will operate as an open-enrollment public charter school providing equal access to all eligible students under R.S. 17:3991(B)(3), without discrimination on any protected basis. The single admission requirement, a minimum age of 16 at enrollment, is a mission-linked eligibility criterion consistent with R.S. 17:3991(B)(3), not an academic screen, and the floor sits at 16 for concrete programmatic reasons. Meaningful career-pathway placements generally open at age 16, when Louisiana Workforce Commission employment-certificate rules and Employment of Minors restrictions on hours and hazardous occupations ease; the clinical and site-based components of the school's credential ladders, such as CNA clinical practicums and NCCER field training, assume participants of at least that age; and the school's design population, over-age and under-credited students re-engaging with school, is by definition 16 and older. The age floor is what makes the diploma-plus-credential promise deliverable to every student the school admits (HSA.2.e, HSA.5). If applications exceed available seats, admission will be determined through a public random lottery consistent with state law, with preferences applied in the following order: returning students, siblings of enrolled students, and dependent children of employees of the corporate partner, an enrollment preference expressly authorized for corporate partner schools by La. R.S. 17:3991.1. The school will actively recruit from historically underserved populations.

FPC.34 - Revenue sources outside state and federal funds; committed versus anticipated. LCTCC's operating budget is built almost entirely on committed public formula revenues and per-unit reimbursements: MFP local revenue representation on the EBR basis at the not-in-a-district-building rate ($10,624 per pupil), the MFP state cost allocation ($3,580 unweighted plus weighted add-ons for economically disadvantaged students, CTE units, and students with disabilities), federal formula funds (Titles I and II and IDEA Part B in Y1, Title III from Y2), and NSLP reimbursement per meal served under the 100 % free lunch model. Each is payable by formula upon authorization and enrollment; amounts by year appear in the Operating Statement of Activity and Revenue Projection tabs.

Anticipated revenue includes three application-based grant lines with defined paths through LCTCS channels, confirmed in LCTCS's Letter of Support: Workforce Rapid Response funding ($250,000 in each of Y1 and Y2), state adult education grant revenue ($150,000 in each of Y1 and Y2), and Carl Perkins funds beginning in Year 3 as CTE program eligibility matures, plus a $250,000 Perkins allocation in Y2. Anticipated grants total $400,000 in Y1, or 5% of budgeted revenues.

Conservatism and dependence. MFP revenue is budgeted in every year at 90 % of the projected allocation, the rate set for virtual charter schools by La. Bulletin 126 §3707, applied on the face of the Revenue Projection tabs rather than as an elective discount. Because the Y1 budget produces a $672,296 operating surplus, the budget balances even if no anticipated grant materializes.

Revenue outside the operating budget. Three further sources support the school without appearing on any budgeted revenue line. First, the LCTCS Foundation will provide $165,000 in private startup support, reflected in the Startup Conversion Statement and confirmed in its signed letter of support (APX.1), and has committed in that letter to stand behind the school with contingency support and targeted fundraising if enrollment or revenue falls materially short; that backstop is deliberately excluded from budgeted revenue. Second, under the MOU, LCTCS entities deliver embedded in-kind facilities, utilities, and human resources supports, which is why the budget's rent and utilities lines are zero. Third, startup recruiting, marketing, instructional materials, office setup, and legal and accounting support are provided in-kind by LCTCS entities or the LCTCS Foundation, as itemized in the Startup Conversion Statement.

- Contingency plan for lower revenues or higher expenses. LCTCC's budget is structurally resilient because revenue is almost entirely per-pupil and expenditures are overwhelmingly variable (Success Navigators at 1:50, shared-services fees at $5,000 per student, devices at $750 per student, transportation and meals at per-ride and per-meal rates), while the fixed costs that sink stand-alone charters, above all facilities, are absorbed by the partnership structure. The result is a budget that produces a surplus at budgeted enrollment in every year ($672,296 in Y1, with the fund balance reaching 8.5% of revenues in Y1 and 11.0% by Y5) and that stays balanced at minimum enrollment in every year. The trajectory exceeds the 7.5% unrestricted fund balance the Charter School Performance Compact requires in each year of the initial term.

Minimum-enrollment plan. If Y1 enrollment falls to the minimum of 425 students (85% of budgeted), LCTCC will execute the plan detailed in its eligibility determination: 1) scale staffing proportionally while preserving the Dir. of Academics, SPED & Federal Programs, Learning Support Specialist, and Success Navigator roles (compliance and student support are the last things a re-engagement school cuts); 2) concentrate resources on the BRCC pod and highest-demand pathways; 3) lean harder on LCTCS shared services to avoid fixed personnel cost; and 4) hold non-essential discretionary spending in reserve until enrollment stabilizes at the count dates. Because per-pupil revenue and the major cost drivers scale together, the same logic holds at 85% of budgeted enrollment in Y2 - Y5.

Revenue-shortfall and expense-overrun protocols.

Trigger	Action	Responsible
Enrollment tracking below budget in monthly reporting, or below minimum at a count date	Enrollment and revenue re-forecast presented to the Finance Committee within 30 days; variable spending rescaled to actual enrollment; minimum-enrollment plan activated if the 85% floor is reached.	Director of Operations; E.D.
Projected annual revenue shortfall exceeding 5% of budget.	Immediate hold on non-essential discretionary lines; written notification to the Board Chair; budget amendment presented for board action at the next meeting.	E.D.; Finance Committee
Expense overrun exceeding 5% in any expenditure category.	Corrective spending plan from the Executive Director and Director of Operations; amendment to the board if the overrun cannot be absorbed within the total budget.	E.D.; Director of Operations

Trigger	Action	Responsible
Reserves and backstop	Reserve policy: unrestricted fund balance held at or above the Compact's 7.5% floor every year, building toward 45 days of operating expenditures as the school scales to capacity; the budget model holds 8.5 to 11.00% of revenues (roughly 34 to 42 days) across the term. As a final backstop, the LCTCS Foundation contingency commitment (APX.1) stands behind the school and is never counted as budgeted revenue.	Governing Board

FPC.36 - Financial manager / back-office service provider. LCTCC will contract with O'Brien Services, LLC as its back-office financial services provider. O'Brien Services' scope includes payroll, benefits administration, accounts payable, monthly financial statements and board reporting, grant and MFP reporting support, and preparation of the Annual Financial Report under Bulletin 1929, with the Dir. of Operations as liaison managing data inputs, reconciliations, and day-to-day coordination among school, provider, and board. Martin and Pellegrin, CPAs will serve as the school's independent auditor, conducting the annual audit under the LA Governmental Audit Guide and reporting to the board through the Finance Committee. These services are funded in the budget's accounting and auditing line at $100,000 in Y1 (contracted financial reporting and the annual independent audit), growing to $250,000 by Y4 as the school scales.

Segregation of duties and oversight. Duties will be segregated across four layers: authorization (the Executive Director approves expenditures within board-adopted thresholds; the board approves anything above them), processing (O'Brien Services executes payroll and payables; no school employee both initiates and processes a payment), review (the Director of Operations reconciles accounts and reviews provider output monthly), and independent verification (Martin and Pellegrin's annual audit, delivered directly to the board). The board's Finance Committee will review monthly financial statements and budget-to-actual reports, recommend the annual budget and any amendments, and receive the audit, ensuring that no single person or vendor controls a transaction from initiation through reporting.

Appendix 7 – APX.7: Back-Office Service Provider Qualifications

FPC.37 - Process for developing the annual budget. FPC.37.a. Who will be involved. The Executive Director proposes the annual budget, developed with the Director of Operations and O'Brien Services, LLC (enrollment-driven revenue projections, payroll schedules, prior-year actuals); the Finance Committee reviews it at both budgeted and minimum (85%) enrollment and recommends it to the full board, which adopts it before July 1 and approves all subsequent amendments. Program leaders (Director of Academics, SPED & Federal Programs, Director of Operations) will submit needs through the Executive Director, and the Finance Committee's review sessions will be open to the public consistent with the Open Meetings Law.

FPC.37.b. How needs will be identified and weighed. Budget needs will be identified from the drivers that actually move this school's costs, in priority order. First, enrollment projections by pod set the revenue frame and size every per-student line at the rates stated in FPC.35. Second, academic plan requirements drive courseware, assessment, and instructional materials budgets, and wraparound service contracts scale with enrollment rather than being fixed. Third, technology follows a defined lifecycle: student laptops at $750 per device on a three-year refresh cycle, supplemented by a breakage and loss reserve budgeted at 10 % of the device fleet annually; hotspot provision for students without reliable home broadband, budgeted at 25% of enrolled students at $25 per unit per month in the current Overview Template, a deliberately conservative allowance relative to the founding Executive Director's operating experience at a Louisiana statewide virtual school; and a device management vendor budgeted at $200 per student per year, following the model the founding Executive Director leveraged in a separate setting (setup, imaging, shipping and asset tracking, distribution and collection, update pushes including state-testing software, and student-safety monitoring), with the LCTCC contract to be competitively procured. Competing needs will be weighed against the school's mission priorities: obligations that are legally required (special education services, assessments, audit) are funded first, direct instruction and student

support next, and administrative enhancements last. Once adopted, the budget will be monitored through monthly budget-to-actual reports prepared by O'Brien Services, reviewed by the Director of Operations, and presented to the Finance Committee, with variances explained in writing and amendments above board-set thresholds returned to the board for approval.

Instructional expenditure share. LCTCC will direct the substantial majority of its spending to instruction and pupil support. The instructional category, comprising Success Navigators and the Director of Student Success (Lead Navigator), the Director of Academics, SPED & Federal Programs, the Learning Support Specialists (pupil support), Canvas courseware and instructional materials, classroom and student technology, dual enrollment instructional payments to the colleges, and instruction-supporting professional development, totals approximately 70 % of Year 1 expenditures as computed from the Operating Statement of Activity, rising as enrollment scales because the largest instructional lines grow per student while administration does not. Central administration, finance, and back-office costs are excluded from the category.

FPC.37.c. Virtual operator: recruiting and hiring virtual staff, serving in-person intervention needs. Because LCTCC's hybrid model includes online delivery, staff recruitment is designed for hybrid roles from the outset. The school will recruit statewide for Success Navigators, Learning Support Specialists, and student-support staff comfortable operating across in-person and online settings, screening for virtual-instruction competencies using the LDOE Administrator's Guide standards Dr. Clayton authored (FPC.31), with LCTCS Human Resources supporting posting, screening, certification verification, and background checks. Induction and PD will include synchronous online instruction practice, Canvas course management, and engagement monitoring for remote learners. In-person intervention needs will be served on campus: every student is assigned to a physical learning pod with required on-campus days each week, and campus-based Success Navigators will deliver face-to-face intervention, case management, and wraparound coordination, with proctored assessment and IEP services delivered in person where required. The budget carries these navigator positions at one per 50 students in every year, so in-person intervention capacity scales automatically with enrollment.

Appendix 8 – APX.8: Insurance Coverages Summary

HIGH SCHOOL ADDENDUM

This addendum describes LCTCC's high school program as it will operate at the Year 1 pilot campus, Baton Rouge Community College. As the school scales across the LCTCS campus network, the core structures described here are constant at every learning pod: both state diploma pathways; dual enrollment as the primary instructional delivery, taught by college faculty; the Jump Start 2.0 pathway architecture, with sequenced Basic-to-Advanced credential ladders keyed to the Foundations, Journey, and Capstone phases; teaching Success Navigators delivering Foundations-phase coursework; and the universal-access guarantees of HSA.2.e. What may vary by campus is the pathway menu itself: each pod's Jump Start offerings reflect that campus's existing programs, credentialed faculty, labs, and credential-testing infrastructure, as documented in the June 2026 campus readiness assessment (APX.10, Tables 10.5 and 10.6), with additions governed by the expansion framework in HSA.3. A student at any pod experiences the same school, the same diploma pathways, progression architecture, and credential-stacking design, with a pathway menu matched to the host campus and its regional labor market.

HSA.1 - Additional courses beyond core content and graduation requirements. The core academic program will meet all Carnegie-unit and graduation requirements for both of LCTCC's diploma pathways (HSA.2). Beyond the required courses, students will have two layers of supplemental course access. The first is the breadth of the BRCC catalog itself: because every student is dually enrolled at BRCC and BRCC does not limit high school students to a restricted list, students may enroll in any BRCC course for which they meet prerequisites and seating is available. Access is structured, not unsupervised: every supplemental enrollment is selected with, and approved by, the student's Success Navigator and recorded in the Individual Graduation Plan, so Navigator approval, prerequisite checks, and seat availability

together function as the gatekeeping mechanism. The second layer is three LCTCC-designed supplemental courses, delivered through Canvas and fitted to the school's re-engagement population:

- **Extended Personal Finance and Entrepreneurship.** Builds on the Financial Literacy Carnegie-unit requirement with small-business planning, tax-filing basics, consumer credit, and lease and contract literacy, directly relevant to a disproportionately financially independent student body; the content base exists in LCTCS adult education workforce-readiness programming.
- **College Transition and LCTCS Pathways.** A structured module covering FAFSA completion, LCTCS admissions and automatic matriculation, transfer-credit evaluation, and academic-success strategies for college-level coursework, functioning as a bridge into LCTCS programs upon graduation.
- **Professional Digital Readiness.** Supplemental coursework in workplace communication, document and email management, Microsoft Office proficiency, and basic data literacy, aligned to the Northstar Digital Literacy Standards, which LCTCS formally adopts under LCTCS Policy 1.106 (WorkReady U Curriculum and Instruction). This gives the offering an institutionally codified standards anchor already in use across LCTCS adult education programs, and it is particularly relevant for students who had limited technology access during enrollment gaps.

HSA.2 - Diploma pathways, Jump Start 2.0 pathways, and early access to college credit. LCTCC will offer both state diploma pathways. The primary credential will be the TOPS Tech Career Diploma earned through Jump Start 2.0, which requires at least one industry-based credential (IBC) to graduate. The TOPS University Diploma will be available to students who choose a four-year-college trajectory, and it will carry an optional associate-degree runway: because university-pathway coursework will be delivered largely through the same LCTCS dual enrollment mechanisms, students on the TOPS University pathway will be able to simultaneously earn credits toward an associate degree, with automatic post-graduation matriculation into BRCC for every student who wants it.

Every student, on either pathway, will earn college credit before graduation through dual enrollment at their pod site. In Year 1 at BRCC, LCTCC will operate five Jump Start 2.0 pathways, selected for alignment to Capital-region labor demand. Each pathway will carry a sequenced, stackable IBC structure detailed in HSA.4. LCTCC's teaching Success Navigators will deliver Foundations-phase and pathway-introductory courses, while dual enrollment courses, approximately 90% of coursework, will be taught by LCTCS faculty meeting SACSCOC faculty-qualification standards, letting LCTCC stand up pathways without credentialing every instructor in-house (HSA.3).

HSA.2.a. Plan to ensure students meet pathway requirements in four years (five for Transitional 9th). Because LCTCC will open with the full 9-12 span at BRCC in Year 1 (200/150/75/75 budgeted), completion planning will apply at every entry point from the first day of school: a student entering at the 9th-grade credit level will have a full four-year runway mapped through Foundations, Journey, and Capstone, while a student entering with 11th- or 12th-grade credit standing will have a compressed plan mapped backward from the same graduation requirements.

Every student will have an individualized graduation plan built at intake by their Success Navigator. Block and competency-informed scheduling, credit recovery delivered through Canvas, and year-round and evening options will allow over-age, under-credited students to recover credits and complete both the diploma and the pathway within four years (five for students entering on a Transitional 9th-grade path). Because the sole admission criterion is age (minimum 16), completion is framed as progress to the diploma and pathway within the planned program length for the student's entry credit standing, with the Transitional 9th designation available for students entering significantly under-credited; each plan is built from the student's credits at entry, not an assumed grade.

HSA.2.b. Reasoning for the chosen program/curricula and resulting post-secondary opportunities. Work-readiness looks different for every student, and the pathway architecture is built so that every exit is a valued one. The five pathways target occupations the Louisiana Workforce Commission identifies as high-wage and high-demand in the Capital region, and each articulates directly into an existing LCTCS

program so that graduates either enter employment immediately or continue stacking credentials toward an associate degree through automatic matriculation.

In Year 1 at BRCC: Health Sciences articulates into Allied Health and Nursing (the HLSC, MAST, BIOL, HNUR, and NURS course families) toward practical nursing and clinical-support careers. Architecture and Construction articulates into NCCER-based construction, welding, and craft training programs. Information Technology articulates into Computer Science, which offers four concentrations; under BRCC's articulation structure, Jump Start IT completers enter the BRCC computer information systems sequence at the third semester, meaning LCTCC graduates can arrive with the first year of the associate degree effectively behind them. Manufacturing articulates into instrumentation and process technology (INST and PTEC), anchored by the BRCC-ExxonMobil North Baton Rouge Industrial Training Initiative, which graduated more than 100 students in June 2026 and demonstrates direct employer pull-through. Transportation, Distribution, and Logistics articulates into BRCC's automotive, diesel, and aviation programs (three aviation concentrations).

Career-connected secondary pathways carry randomized evidence of sustained earnings gains lasting eight years beyond high school.[20] Concretely, resulting opportunities across all five pathways will include articulated college credit, nationally portable credentials, automatic LCTCS matriculation, and structured employer-connected training and workplace experiences developed through Louisiana Works and employer partnerships as pathways mature (HSA.5).

Student and family interest corroborates the labor-market rule. In the applicant's community-needs survey, health sciences and nursing was the most requested career area (35 of 159 career-area selections, 22%), with construction and skilled trades (13%) and information technology and cybersecurity (11%) among the top selections and write-in responses adding manufacturing-aligned fields such as mechatronics and electrical engineering, so the Year 1 menu carries documented interest from the population the school will enroll (EPC.8, APX.1). Respondent interest in business and hospitality (14%) and education and human services (13%) exceeds the current Year 1 offerings and will inform pathway expansion as pods activate and employer partnerships mature.

HSA.2.c. Process by which students will select their desired diploma pathway. At intake, every student completes a career-interest inventory and structured career exploration (site visits to LCTCS labs and classrooms, employer and educator speakers, hands-on sampling of the pathway menu); the Success Navigator and a career counselor then help the student select a pathway and build the individualized graduation plan, typically by the end of the first term. The selection will be documented in the student's Individual Graduation Plan (IGP), along with the diploma pathway decision (TOPS Tech through Jump Start 2.0, or TOPS University with the optional associate-degree runway).

HSA.2.d. Supports offered to students during the selection process. Students receive one-on-one Success Navigator career-counseling support, current labor-market and wage information, structured exposure to pathways before committing, and ongoing advising, with ConexED supporting follow-up scheduling and family involvement in the decision. Students may change pathways early in enrollment with an updated graduation plan, so the choice reflects genuine interest rather than one-time placement.

HSA.2.e. Methods by which the school will guarantee access for all students. There will be no academic prerequisites or admissions criteria for any pathway; the sole admission criterion for the school is minimum age 16. LCTCC will provide accommodations for students with disabilities and English learners (EPC.14) so that both diploma pathways and all five Jump Start pathways are fully accessible to them, transportation and wraparound supports that remove non-academic barriers, and flexible scheduling for working and caregiving students. The school budget will cover credential examination and training costs (HSA.4.d) so that cost never blocks participation. Because LCTCC is a re-engagement school with open enrollment, pathway access will be universal by design.

[20] Kemple & Willner, Career Academies: Long-Term Impacts (MDRC, 2008).

Delivery mode and the virtual operator model. Consistent with LCTCC's hybrid virtual model, foundational academic courses will be delivered through Canvas as guided asynchronous coursework completed both on campus and remotely, while pathway courses with lab, clinical, or hands-on components will be delivered in person at BRCC facilities and at in-person learning pods.

Diploma and pathway summary

Diploma / pathway	Earned via	Early college credit and credentials	BRCC articulation
TOPS Tech Career Diploma	J.S. 2.0 + ≥ 1 IBC	CTE and academic dual enrollment	Direct entry into the aligned BRCC associate/credential prog.
TOPS University Diploma	TOPS U. core seq.	Academic dual enrollment; optional simultaneous associate-degree credit	Automatic BRCC matriculation if desired; transferable gen. ed. credit
Health Sciences	J.S. 2.0	Medical Terminology DE; BLS, CNA, PCT, EKG, Phlebotomy, CCMA, EMT	BRCC Allied Health / Nursing (HLSC, MAST, BIOL, HNUR, NURS)
Architecture & Construction	J.S. 2.0	Craft DE; OSHA 10, NCCER Core and Levels, EPA 608	BRCC NCCER programs: Electrical, Welding, Carpentry, HVAC, Pipefitting, Millwright
Information Technology	J.S. 2.0	Intro to Computer Information Systems DE; CompTIA ITF+, A+, Network+, Security+, AWS Cloud Practitioner, MOS	BRCC Computer Science (4 concentrations); J.S. IT completers enter CIS sequence at semester 3
Manufacturing	J.S. 2.0	Process / instrumentation DE; NCCER levels, MSSC CPT	BRCC INST and PTEC; BRCC-ExxonMobil NBRITI partnership
Transportation, Distribution, & Logistics	J.S. 2.0	Automotive / aviation DE; ASE, I-CAR, FAA Part 107, MSSC CLA / CLT	BRCC AUTO, DHTT, and Aviation (3 concentrations)

Appendix 9 – APX.9: Course Offerings by Diploma Type and Grade Level for the First Five Years

Appendix 10 – APX.10: Table of AP, IB, Dual Enrollment, ACT prep, and CTE Courses by Grade

HSA.3 - AP, Dual Enrollment, ACT prep, and CTE offerings with rationale. Advanced Placement and International Baccalaureate. LCTCC does not anticipate operating designated AP or IB programs in Years 1 to 5, though it will revisit this if student needs warrant. The rationale is population fit: over-age, under-credited students are best served by dual enrollment that converts directly into college transcript credit and articulates into BRCC programs, and that embeds them in the college environment they are preparing to enter, rather than by end-of-year AP examinations carrying no credit without a qualifying score. Should enrolled students demonstrate readiness or interest better met through AP or IB, LCTCC will flex its offerings accordingly.

Dual Enrollment (BRCC / LCTCS Site). Dual enrollment will be LCTCC's primary instructional mechanism: approximately 90 % of coursework across the program will be delivered as BRCC dual enrollment, with LCTCC's teaching Success Navigators delivering the Foundations-phase courses that prepare students for college-level work. Academic dual enrollment courses will align to TOPS requirements and the general-education core recognized across Louisiana colleges. CTE dual enrollment courses will correspond to the Jump Start 2.0 pathways and will be eligible for TOPS Tech Early Start (TTES) funding, Career Development Funds (CDF), and Perkins support for approved courses. Dual enrollment courses will be taught by BRCC (or LCTCS Site) faculty who meet SACSCOC instructor-qualification standards.[21] This protects course quality and accreditation while keeping the school's staffing footprint focused.

[21] What Works Clearinghouse, Dual Enrollment Programs intervention report (IES, February 2017).

What distinguishes this model from traditional dual enrollment is the intensity of the support wrapped around every college course: each student's Success Navigator monitors course progress in Canvas, coaches the student through obstacles as they arise, convenes study sessions on rotation days, and engages the instructor and the Dir. of Academics, SPED & Federal Programs the moment a course goes off track, so no LCTCC student sits in a college course without a named adult accountable for their success in it. Representative anchor courses follow; because BRCC does not restrict high school students beyond prerequisites and seat availability, the full menu will span the BRCC catalog (APX.9).

Course	Type	Phase	Rationale
English Comp. I and II (ENGL 1013/1023)	Academic	Journey to Capstone	TOPS-aligned general-education core; transferable across Louisiana institutions
College Algebra (MATH 1100)	Academic	Journey to Capstone	Gateway math credit; supports STEM and IT pathway progression
Introduction to Psychology (PSYC 2010)	Academic	Journey to Capstone	High-transfer social-science credit; supports healthcare pathway
Intro to Cultural Anthro-pology (ANTH 2013)	Academic	Journey to Capstone	High-transfer elective credit toward an associate degree
Medical Terminology	CTE/Health Sciences	Journey	Articulated into BRCC Allied Health; CDF and TTES eligible
Intro to Computer Information Systems	CTE/IT	Journey	Articulates into BRCC Computer Science / CIS; aligns to the CompTIA sequence
Welding Technology I	CTE/Const-ruction	Journey to Capstone	Articulates into BRCC welding / craft programs; aligns to NCCER and AWS
Introduction to Process Technology	CTE/Manu-facturing	Journey to Capstone	Articulates into BRCC PTEC / INST; aligned to the NBRITI employer pipeline
Automotive Fundamentals	CTE/TDL	Journey to Capstone	Articulates into BRCC AUTO; aligns to the ASE entry-level sequence

Overarching rationale: academic dual enrollment courses align to TOPS requirements and the general-education core recognized across Louisiana colleges; CTE dual enrollment courses correspond directly to the five Jump Start 2.0 pathways and are eligible for TOPS Tech Early Start (TTES) funding, Career Development Funds (CDF), and Perkins support for approved courses.

ACT and WorkKeys Preparation

Program/Course	Phase	Model	Purpose
ACT prep (foundational)	Foundations	Embedded in ELA and Math instruction	Standards-aligned skill building, not a standalone course
Pre-ACT (administered)	Foundations to Journey	ACT Inc.	Diagnostic baseline; supports DE eligibility thresholds
ACT prep seminar/elective	Journey	School-developed or Course Choice provider	Targeted intervention toward TOPS and DE sub-scores
ACT prep (intensive)	Journey	Course Choice-approved provider	Funded test-prep priority under Course Choice
ACT administration	Grade 11 cohort state-defined	State-sponsored school-day testing	Required for TOPS, DE eligibility, and scholarships
WorkKeys preparation	Capstone	Embedded with CTE and WBL seminar	Supports the National Career Readiness Certificate

Rationale: ACT performance is the gateway to TOPS eligibility and to dual enrollment access, which at many institutions requires minimum sub-scores (commonly 19 Math, 18 English). LCTCC will embed preparation from the Foundations phase through aligned ELA and Mathematics instruction, supplement it

with dedicated preparation in the Journey phase, and leverage Course Choice-approved providers where school capacity is insufficient, ensuring equitable access regardless of family income. WorkKeys preparation supports the National Career Readiness Certificate valued by the school's employer partners.

Career and Technical Education: Jump Start 2.0 Pathway Sequences. LCTCC will offer five Jump Start 2.0 pathways in Y1. Each will begin with a universal introductory course in the Foundations phase and culminate in an IBC, with employer-connected training and workplace experiences as they develop (HSA.5), in the Capstone phase. The Y1 menu is a subset of the nine Jump Start 2.0 pathways within BRCC's existing programs, faculty, and credential infrastructure: Health Sciences; Architecture and Construction; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. For program families, credential ladders, course sequences and BRCC articulation: HSA.2 and HSA.4.

Expansion framework (write-in flexibility). LCTCC is designed to add Jump Start pathways and college partners over time without re-opening the charter. The Y1 lineup reflects documented BRCC capacity and Capital-region demand; additional pathways will be introduced as partner colleges, credentialed faculty, employer commitments, and equipment come online. Business Management and Arts/AV Technology rated moderate-strong and are the nearest-term additions; Human Services, which carries unique mission alignment to the LCTCS educator pipeline (HSA.4), and Law and Public Safety rated moderate; and Agriculture rated partial. This statewide expansion logic is core to the model.

HSA.4 - Industry-Based Credential (IBC) Assessments and Rationale. LCTCC's IBC assessment selections are drawn from the current LDOE / LWC IBC State Focus List and aligned to Louisiana's MJ Foster priority industry sectors. Each pathway will offer a sequenced structure keyed to the school's phases: a Basic-level IBC attainable in the Journey phase (grade 11 equivalent) and an Advanced-level IBC or approved Basic Bundle by the end of the Capstone phase (grade 12 equivalent), consistent with the Jump Start 2.0 requirement that a student earn at least one IBC to graduate with a Career Diploma. Because students enter by credit standing rather than age, the ladder attaches to phase progression: no student will reach the Capstone phase without a Basic-level credential already earned or scheduled. The ladders below are exit architecture as much as course sequence: each exit is a valued one, each credential stacks on the last, and no student's progress expires when enrollment ends.

Pathway 1: Health Sciences / Allied Health. *a. Alignment to in-demand occupations.* Healthcare is Louisiana's highest-demand MJ Foster sector: the CNA (Louisiana Department of Health, IBC State Focus List), the NHA clinical credentials (Phlebotomy, EKG, PCT, CCMA), and EMT all map to 4- and 5-star direct-care, clinical-support, and emergency-services occupations. *b. Career opportunities for the population.* On passing the Nurse Aide Registry exam, students are immediately eligible for full-time work above minimum wage in most regional markets, and the stacked credentials articulate into BRCC nursing (LPN, RN) with credit. *c. Community resources.* BRCC's HLSC, MAST, BIOL, HNUR, and NURS programs provide instruction, labs, and simulation under the corporate partnership; LCTCC will execute a clinical-practicum MOU with a regional hospital or long-term-care facility and engage the LDH Nurse Aide Registry for approved-training-program status. *d. Budget support.* CNA clinical supplies, lab equipment, and registry exam fees are funded through CDF and Perkins V; PCT, Medical Assistant, and EMT enrollments are CDF-qualifying and generate the 6 % MFP adder, with CDF dollars spendable on credential and training costs across the pathway under LDOE allocation guidance and employer in-kind contributions reducing net cost.

Credential	Certifying Agency	J.S. Level	Phase
Life Support/CPR-First Aid-AED	AHA/Red Cross	Basic	Foundations to Journey
Certified Nurse Aide (CNA)	LA Dept. of Health	Basic	Journey
Phlebotomy Tech/EKG Tech	Nat’l Healthcareer Ass’n	Basic	Journey to Capstone
Patient Care Tech (PCT)	Nat’l Healthcareer Ass’n	Advanced	Capstone
Clinical Med. Asst. CCMA/EMT	NHA / NREMT	Advanced	Capstone

Pathway 2: Architecture and Construction. *a. Alignment to in-demand occupations.* The pathway aligns to Louisiana's construction and manufacturing MJ Foster sectors, with demand driven by disaster recovery, flood-protection investment, and major industrial activity; NCCER credentials are recognized by contractors, industrial employers, and building-trades unions, and OSHA 10 is a near-universal worksite prerequisite. *b. Career opportunities for the population.* NCCER Core, two Level 1 credentials, and OSHA 10 form a Basic Bundle immediately employable at the entry craft level, mapped to registered apprenticeship structures as partnerships develop (HSA.5); NCCER Welding Levels 1 and 2 position students for fabrication, pipeline, and marine roles. *c. Community resources.* BRCC operates NCCER programs across six crafts, giving LCTCC testing infrastructure and credentialed instructors inside the corporate partnership, supplemented by local contractors, the ABC Gulf Coast chapter, regional trades locals, and OSHA 10 delivered by an OSHA-authorized trainer at no cost to students. *d. Budget support.* NCCER exam fees, welding supplies, safety equipment, and tools are funded primarily through CDF; Perkins V supports welding equipment and instructor externships; documented employer in-kind tool and equipment donations offset direct costs.

Credential	Certifying Agency	J.S. Lev.	Phase
OSHA 10-Hour Basic Industry	OSHA	Basic	Foundations to Journey
NCCER Core Curriculum	NCCER	Basic	Journey
NCCER Level 1 - Electrical, HVAC, Welding, Carpentry, Pipefitting, Millwright	NCCER	Basic	Journey to Capstone
NCCER Level 2 (chosen craft)	NCCER	Advanced	Capstone
EPA Section 608 (HVAC track)	US EPA	Basic	Capstone

Pathway 3: Information Technology. *a. Alignment to in-demand occupations.* Information technology is an MJ Foster priority sector with sustained statewide demand for helpdesk, network-support, and cybersecurity technicians; the CompTIA sequence and AWS Cloud Practitioner are nationally portable credentials appearing across Capital-region employer postings. *b. Career opportunities for the population.* CompTIA A+ or Network+ qualifies students for entry technical-support roles and Security+ opens entry cybersecurity work; because Jump Start IT completers enter BRCC's computer information systems sequence at the third semester, matriculating graduates arrive with the first year of the associate degree effectively complete. *c. Community resources.* BRCC's Computer Science department (four concentrations) provides dual enrollment instruction, lab access, and credential testing under the corporate partnership. *d. Budget support.* CompTIA, AWS, and MOS exam fees and lab hardware are funded through the braided CDF and Perkins V model; LCTCC will schedule the IT sequence under CDF-listed course codes (CompTIA A+ 061130, Network+ 061122, Security+ 061138, Cyber Literacy 040221 and 040222, and Fundamentals of HTML, CSS, and JavaScript 080523), so IT enrollments generate the 6 % MFP adder.

Credential	Certifying Agency	J.S. Level	Phase
Microsoft Office Specialist (MOS)	Microsoft / Certiport	Basic	Journey
CompTIA IT Fundamentals (ITF+)	CompTIA	Basic	Journey
CompTIA A+	CompTIA	Advanced	Capstone
CompTIA Network+ / Security+	CompTIA	Advanced	Capstone
AWS Cloud Practitioner	Amazon Web Services	Advanced	Capstone

Pathway 4: Manufacturing. *a. Alignment to in-demand occupations.* Manufacturing is an MJ Foster priority sector, and the Capital region's petrochemical corridor sustains long-term demand for process and instrumentation technicians in 4- and 5-star occupations. *b. Career opportunities for the population.* MSSC Certified Production Technician and NCCER industrial credentials map directly to entry-level operator and technician roles and stack toward BRCC PTEC and INST associate programs; the BRCC-ExxonMobil North Baton Rouge Industrial Training Initiative (NBRITI), which graduated more than 100

students in June 2026, demonstrates a working employer pipeline from this exact training into industrial employment. *c. Community resources.* BRCC's INST and PTEC programs provide instruction and lab access under the corporate partnership, and NBRITI provides an established employer channel for placements and equipment support. *d. Budget support.* Exam fees, PPE, and consumables are funded through braided CDF and Perkins V dollars, with documented employer in-kind contributions offsetting direct costs.

Credential	Certifying Agency	J.S. Level	Phase
OSHA 10-Hour Basic Industry	OSHA / auth. trainer	Basic	Foundations to Journey
NCCER Core Curriculum	NCCER	Basic	Journey
NCCER Level 1 (industrial craft)	NCCER	Basic	Journey to Capstone
MSSC Certified Production Tech (CPT)	MSSC	Advanced	Capstone

Pathway 5: Transportation, Distribution, and Logistics. *a. Alignment to in-demand occupations.* The pathway aligns to Louisiana's logistics and transportation MJ Foster sector: the Mississippi River port complex and interstate distribution corridor sustain logistics demand, automotive and collision-repair shortages are persistent statewide, and FAA Part 107 remote-pilot work is growing across inspection, agriculture, and media. *b. Career opportunities for the population.* MSSC CLA and CLT credentials map to warehouse and logistics roles, ASE entry-level and I-CAR credentials open automotive service and collision-repair employment, FAA Part 107 certification enables paid remote-pilot work beginning in the Capstone phase, and all tracks stack into BRCC AUTO, DHTT, and aviation associate programs. *c. Community resources.* BRCC's automotive, diesel, and aviation programs (three concentrations) provide instruction, shop, and lab access under the corporate partnership; LCTCC will engage regional dealership groups, fleet operators, and logistics employers for placement. *d. Budget support.* ASE, I-CAR, MSSC, and FAA exam fees, tools, and safety equipment are funded through braided CDF and Perkins V dollars; Automotive Technician (310300 series) and Auto Body Repair (310200 series) enrollments are CDF-qualifying and generate the 6 % MFP adder, while logistics and diesel credential costs are carried by Perkins V, CDF spending flexibility, and employer in-kind contributions.

Credential	Certifying Agency	J.S. Level	Phase
MSSC Certified Logistics Associate (CLA)	MSSC	Basic	Journey
ASE Entry-Level Certification	ASE	Basic	Journey to Capstone
I-CAR (collision repair)	I-CAR	Basic	Capstone
FAA Part 107 Remote Pilot	Federal Aviation Admin.	Advanced	Capstone
MSSC Certified Logistics Tech (CLT)	MSSC	Advanced	Capstone

Designated expansion pathway: Human Services (teaching and paraprofessional). Louisiana faces persistent shortages of teachers, paraprofessionals, early-childhood educators, and adult-education instructors, and a Human Services / Pre-Educator pathway is uniquely aligned to LCTCC's own mission: it builds the teaching and paraprofessional workforce that staffs Louisiana K-12 schools and adult-education programs, directly feeding the educator pipeline the LCTCS system is investing in.

Cross-Pathway Braided Funding. LCTCC will fund all five pathways from Year 1 through a braided strategy: Career Development Funds (CDF, the greater of 10,000 dollars or the sum of 6% MFP adders for students in CDF-qualifying courses) for IBC exam fees, equipment, and teacher training; Carl D. Perkins V for equipment, professional development, and curriculum; the MFP CTE weight (6% per-pupil adder) reinvested into pathway operations; employer partnership in-kind contributions; and the LDOE Fast Forward Training Catalog for low- or no-cost instructor credentialing.

HSA.5 - Internships, Cooperative Education, and Fast Forward Registered Apprenticeship OJT.
LCTCC will develop structured work-based learning (WBL) opportunities for students on CTE pathways through Louisiana Works and employer partnerships as pathways mature. The school will build out three state-recognized WBL structures, internships, cooperative education, and Fast Forward registered

apprenticeship OJT, matched to the Jump Start 2.0 pathways, with anchor relationships already inside the corporate partnership giving each pathway a concrete starting point (i.e. NBRITI for Manufacturing, clinical partners for Health Sciences, ABC Gulf Coast and regional contractors for Construction; HSA.4.c). All WBL programming will comply with LDOE's Work-Based Learning Guidelines (November 2025), Louisiana child labor law, and Louisiana Workforce Commission (LWC) employment-certificate requirements.

Program administration. A certified WBL teacher-coordinator will maintain each participating student's employment certificate, training memo, skill-competency records, and employer evaluations, visit each student on the job at least four times per year, consult with employers on labor laws, and determine each student's final grade. The school and employer jointly complete a training memo and skill-competency list, document WBL in each student's IGP, report enrollment through the Supplemental Course Allocation portal, and designate LWC-authorized Employment Certificate Issuing Officers. LCTCC will leverage the Work-Based Learning Tax Credit ($2.50 per hour, effective January 1, 2026) to recruit employers; the classroom phase covers career navigation, financial literacy, and workplace competencies and may be delivered virtually; clinical and field placements follow each pathway's partner agreements (HSA.4.c).

Child labor compliance and equitable access. Child labor compliance is foundational: all WBL students must meet legal age requirements and hold an Employment Certificate before any placement; the coordinator will inform every student and parent of applicable child labor laws (with documentation retained), and the school will maintain LWC's Employment of Minors Guidance for industry-specific restrictions, which are especially relevant to the Architecture and Construction pathway. As placements develop, LCTCC will structure access so that WBL does not become a privilege of students with transportation advantages: the school will prioritize transit-accessible employers, offer the classroom component virtually where permitted, and use CDF, Perkins, and one-time legislative internship funding to keep WBL free to students.

Student Training Experience Stipends. So that employer-connected training is never limited to students who can afford unpaid time, LCTCC has budgeted Student Training Experience Stipends from Year 2. Stipends are school-funded awards, not wages: they defray the costs of structured, partnership-based training experiences (transportation, tools and materials, and time a working student would otherwise spend earning) and are disbursed by the school on completion of defined training milestones under board-adopted guidelines, not by employers and not as compensation for services. Because the stipend attaches to the training experience rather than an employment relationship, it keeps early workplace exposure accessible to working and caregiving students while formal placements are developed with each partner.

HSA.6 - Systems and Structures for Students at Risk of Dropping Out. Because LCTCC exists to recover students at risk of dropping out, dropout prevention will be the operating core of the school rather than a single program. LCTCC's spine is a faithful implementation of Check & Connect, the University of Minnesota-developed intervention and the only dropout-prevention program the federal What Works Clearinghouse has found to have positive effects on students staying in school, and the school implements all four of the model's components.[22] (1) Mentor: every student is paired with a Success Navigator, a trained mentor at a 1:50 caseload who keeps education salient, builds a trusting relationship, and stays with the student across school years and transitions, the sustained adult relationship the Check & Connect research identifies as the intervention's active ingredient. (2) Systematic monitoring (the “Check”): Canvas learning analytics generate early alerts on logins, assignment submissions, and pace against graduation-plan milestones, and those signals feed the ConexED early-alert system, which flags the research-validated ABC predictors (Attendance, Behavior, Course performance), so no student's signals go unread.[23] (3) Timely, individualized intervention (the “Connect”): alerts trigger Navigator response within days through the tiered protocol in VOA.4, escalating from problem-solving conversations to intensified in-person support, always matched to the alterable indicator the data flagged. (4) Family

[22] What Works Clearinghouse, Check & Connect intervention report (IES, updated May 2015).

[23] Balfanz et al., Everyone Graduates Center, Johns Hopkins; Allensworth & Easton, UChicago Consortium (2005).

engagement: the Navigator is the family's standing liaison (EPC.16.a), so families see the same signals and participate in the same re-engagement plan. Navigators practice the model's "persistence-plus" commitment: the school does not give up on a student, and a lapse in engagement produces outreach, never exit.

Academic re-engagement. Each student's graduation plan is reviewed every term, with remediation delivered through competency-informed scheduling, Canvas-based credit recovery, and year-round and evening options; pairing credit recovery with the Jump Start pathway and dual enrollment keeps every credit tied to a visible credential-and-career payoff, a key re-engagement driver for older students. A multi-tiered system of supports (MTSS) will escalate from universal advisory and monitoring (Tier 1) to targeted small-group and attendance supports (Tier 2) to intensive individualized re-engagement plans and wraparound case management (Tier 3).

Re-engagement protocol and attendance interventions. When Canvas activity or pod attendance lapses, the re-engagement protocol activates: Navigator outreach within days of the alert, escalating through family contact, a re-engagement conference, and a revised graduation plan with adjusted scheduling, credit recovery, or wraparound supports, with a documented re-entry plan for students who leave and return. Attendance interventions are calibrated to intervene well before inactivity jeopardizes active-attendance status under the state membership definition (VOA.4), students and families are connected to the full wraparound catalog (EPC.14), and flexible structures, open enrollment at age 16, accelerated scheduling, and re-entry pathways, remove the triggers that push at-risk students out.

CORPORATE PARTNERSHIP ADDENDUM

CPA.1 - Proposed corporate partnerships, as specified in Bulletin 126, Ch. 39. Louisiana Community and Technical College Charter School (LCTCC) proposes a single corporate partnership, with the Louisiana Community and Technical College System (LCTCS), documented under La. Bulletin 126, Ch. 39 and formalized in an MOU (APX.11). LCTCS is a corporate partner within La. R.S. 17:3991.1. The partnership is the operational foundation of the school's model; it is structured to add capacity without compromising the independent governance and sole accountability of the LCTCC nonprofit board.

Nature and purpose of the partnership. Through this partnership LCTCS will provide LCTCC, under board-approved agreements: campus facilities and learning-pod space for in-person instruction and secure state assessment; technical and college faculty for dual enrollment and Jump Start coursework; the Canvas, Banner, and ConexED platforms; IT and student-support infrastructure; and enterprise data systems supporting business operations (the financial back office and independent audit are separately contracted; FPC.36). The purpose is to let an independent recovery-focused charter operate a virtual and hybrid program at statewide scale by drawing on existing public postsecondary infrastructure, rather than rebuilding that infrastructure from scratch.

Material terms of the draft MOU (APX.11). The MOU between the LCTCC nonprofit board and LCTCS establishes the following material terms. **(1) Enrollment preference.** Dependent children of LCTCS permanent employees receive a lottery preference, authorized for corporate partner schools by R.S. 17:3991.1 as consideration for no-cost facilities, applied after the returning-student and sibling preferences (ES.3) and capped by the MOU's 50% reservation of maximum enrollment (§2(b)), which in practice functions as a ceiling on preference seats, not a set-aside displacing open-enrollment students. **(2) Board representation below a majority.** LCTCS representation on the LCTCC governing board is fixed at three of seven voting directors, which the MOU expressly provides "shall not constitute a majority" (§2(d)), as R.S. 17:3991.1 permits for corporate partners, so independent members will control every vote. **(3) Facilities, operational control, and term.** LCTCS covenants to provide the premises and utilities for the school's operation at no cost and to assist in long-term development efforts (§1), while the MOU reserves to LCTCC "exclusive control over all operational aspects of the Charter School, including, but not limited to, academics, human resources, and contracts with service providers" (§4). The MOU runs for an initial one-year term, automatically renewing annually for the length of the charter term (§6), and may be amended only in writing by both parties (§7.2). The remaining embedded and purchased

services (instruction and course delivery, portions of student services, supplies), together with service standards, LCTCC's right to direct or re-source services, data ownership and student-records control resting with LCTCC, and fair-market, public-funds-compliant pricing, are set out in the services agreement described in FPC.34-37.

Governance independence and conflicts. The partnership does not alter the LCTCC board's status as the sole governing and accountable body: the independent nonprofit board holds the charter, bears sole accountability to BESE for every charter performance obligation, and LCTCS is not the operator of the school. The independence safeguards (the non-LCTCS voting majority, disclosure and recusal, arm's-length board-approved agreements, and independent counsel) are detailed in OPC.23; they ensure the partnership is a service relationship, not a channel of control.

How the partnership advances the mission. The partnership gives LCTCC students immediate access to college labs, faculty, dual enrollment seats, Jump Start pathways, secure on-campus testing, and proven systems and support infrastructure that no stand-alone new operator could assemble, while keeping the school small, independent, and singularly focused on its re-engagement mission. The in-kind embedded services materially lower the cost structure so MFP revenue concentrates on robust student support (FPC.34-37), and the statewide twelve-college network is what makes growth from 500 students at BRCC to 5,000 in six sites statewide by Year 5 feasible. The partnership is the mechanism by which an independent charter can re-engage this population at statewide scale.

Appendix 11 – APX.11: Corporate Partnership MOU + Organizational Chart

VIRTUAL OPERATOR ADDENDUM

LCTCC is a true hybrid school: in-person and online learning are co-equal, integrated parts of every student's program. LCTCC completes this addendum because the virtual-operator definition is triggered when most students complete some portion of their learning online, as most LCTCC students will (La. Bulletin 126, Ch. 37, §3701); it is not a primarily online school. Approximately 90 % of coursework is delivered as LCTCS college courses, attended in person on rotation days and continued through Canvas between them; the remainder is the LCTCC-built Canvas core for the 9-10 subjects the colleges do not offer (EPC.9.a, EPC.10.a). Required on-campus components and the staggered rotation schedule are detailed in VOA.3.c and VOA.7.d.

VOA.1 - Identification of the Learning Management System (LMS) to be used. LCTCC will use Canvas, the LCTCS instance, as its learning management system, consistent with the curriculum requirements of §3703. Canvas is already deployed system-wide across the LCTCS colleges for online, hybrid, and on-campus instruction, so the school will launch on a mature, supported platform rather than standing up a new one, with single sign-on giving each student one login across high school and college coursework. Live, synchronous instruction, tutoring, and Success Navigator sessions will be delivered through Class for Zoom, which operates inside the Canvas environment, adding a live layer to the guided-asynchronous core without a second platform or login; the license is carried within the school's technology budget. Canvas will host the LCTCC-built core courses for the subjects the colleges do not offer, delivered as LCTCS Canvas courses; it will carry the online portion of coursework and competency checkpoints; and it will serve as the attendance and engagement backbone described in VOA.4, producing the analytics that drive LCTCC's intervention systems. Because coursework will primarily be LCTCS college courses already delivered on Canvas, students will move between high school and college coursework within a single environment, whether they are working online or on campus. LCTCC selected Canvas deliberately over standalone K-12 virtual platforms: it is the platform on which students' college courses are already delivered, it best fits the true-hybrid, dual-enrollment model and statewide pod delivery, and it eliminates new licensing and onboarding costs while giving students one proven, supported, integrated platform.

VOA.2 - Detailed technology and internet-safety plan. **VOA.2.a. Plan to acquire and disseminate technology to students.** LCTCC will issue a device (a Chromebook or the most cost-effective comparable device) to every student meeting the technical requirements of §3705. Devices will be

acquired in step with the enrollment ramp on a defined acquisition and refresh cycle, managed end to end by a contracted device-management vendor, budgeted at $200 per student per year, whose scope covers setup and imaging, shipping, distribution and collection, asset inventory and tracking, software updates (including the state-testing software pushes required for secure assessment platforms), and the student-safety monitoring described in VOA.2.b. Contracting this function is deliberate: the vendor carries the full operational weight of the device fleet so that no educator, Success Navigator, or pod leader spends student-facing time shipping, tracking, or troubleshooting hardware. A breakage-and-loss reserve, budgeted at 10 % of the device fleet annually, and a same-day loaner process for repair means a device problem never becomes lost instructional time. For students without home internet, LCTCC will provide Wi-Fi hotspots or comparable connectivity solutions, with the budget model providing for 25% of students at $25 per unit per month so that the online component of the hybrid model is genuinely accessible to all, including low-income and rural students. Devices will be configured before issuance with the filtering, security, and accessibility settings described below, assistive technology will be provided as required by IEPs and 504 plans, and every student and family will sign the acceptable use policy at enrollment. Distribution will occur at enrollment and at the pod sites under the vendor's distribution-and-tracking protocol.

VOA.2.b. Plan to ensure internet safety and filtering practices. LCTCC will comply with the Children's Internet Protection Act (CIPA). All school-issued devices and the school network will apply content filtering that blocks obscene, harmful, and age-inappropriate material, enforced on the device regardless of the network the student uses at home or at a pod. The device-management vendor's student-safety monitoring will generate alerts for indicators of cyberbullying, violence, or self-harm, routed immediately to the student's Success Navigator and the counseling team under a documented response protocol. LCTCC will adopt an internet safety policy covering online conduct, social media and messaging, cyberbullying awareness / response, and disclosure of personal information; provide internet safety instruction at onboarding (VOA.3.b) and through advisory; and disclose its monitoring practices in the acceptable use policy signed at enrollment, with monitoring conducted consistent with law.

VOA.2.c. Plan to minimize lost instructional time during technical difficulties. Four features limit downtime: (1) coursework is anchored on campus on rotation days, so a home hardware or connectivity failure touches only the remote portion of a student's program; (2) the same-day loaner-device and hotspot process keeps a lost, stolen, or broken device, or a loss of home internet, from stopping progress; (3) the Canvas core is guided asynchronous and competency-based, so a short outage forfeits nothing and the student resumes where they left off; and (4) the staffed LCTCS IT help desk (VOA.6.e) provides established support, and the Success Navigator is alerted when engagement data show a student has dropped offline, triggering same-day outreach to distinguish a technical problem from disengagement and resolve it. Beginning in Y3, LCTCC provisions supplemental IT supports beyond currently anticipated need, so technical support capacity scales ahead of enrollment growth (FPC.37.b).

VOA.2.d. Plan to provide LMS training and technical support to families and students. Students, families, and designated supporters complete a structured Canvas onboarding before regular coursework begins (VOA.3.b): navigation, where to find coursework and grades, how attendance works across modes, and how to get help. Ongoing technical support is available through the LCTCS IT help desk and a designated school contact, by phone, text, email, and in person at the pods, with materials and live assistance in families' home languages.

VOA.2.e. Staff/teacher acceptable use policy (R.S. 17:3996(21)). LCTCC will adopt a board-approved acceptable-use and technology policy for staff and teachers that complies with R.S. 17:3996(21). It will govern appropriate use of school technology and accounts, data security and confidentiality of student records under FERPA, prohibited uses, and standards for staff conduct online, and all staff will acknowledge it in writing as a condition of access.

VOA.2.f. Electronic communication policy (CIPA and R.S. 17:100.7). LCTCC will adopt an electronic-communication policy consistent with R.S. 17:100.7 governing electronic communication between school employees and students: communication will occur through school-sanctioned platforms

and school accounts, will be subject to monitoring and recordkeeping, and non-sanctioned private channels between staff and students will be prohibited. The policy is paired with the CIPA internet-safety provisions in VOA.2.b and will be included in staff onboarding and the family handbook.

VOA.3 - Process accounting for the various locations of families. Because LCTCC will serve students across the state through a growing network of LCTCS campus learning pods (BRCC in Years 1 and 2, BPCC in Year 2, DCC in Year 3, SoLaCC and NLTCC in Year 4, and NTCC in Year 5) combined with online coursework, the school is built to deliver consistent instruction and support to students wherever they live. Two design features make distance manageable: a named Success Navigator for every student, the constant point of contact regardless of location, and the use of the LCTCS campus nearest the student as the student's home pod for in-person instruction, supports, and testing.

VOA.3.a. How training and support will be provided consistently. The online portion of instruction is delivered through a single platform (Canvas) and a single early-alert system (HSA.6), with ConexED carrying recruitment and enrollment communication (FPC.33), and the in-person portion is delivered to a common standard at every pod: staff train to a common protocol (VOA.6.d), the Navigator model gives every student the same case-managed support at any pod, and a Campus Coordinator at each active pod ensures in-person instruction, supports, and testing meet the same standard system-wide.

VOA.3.b. Orientations for enrolled students, parents, and instructional coaches. Every student, parent or guardian, and any designated instructional coach (the at-home adult, often called a learning coach in Louisiana's virtual schools, who supports a student's online learning) will complete a structured onboarding before regular coursework begins. The onboarding will walk participants through Canvas navigation, the student's rotating on-campus schedule and its required components, the attendance and engagement expectations across in-person and online activity, the role of the Success Navigator, how to reach support, and the conduct and internet-safety expectations, front-loading the specific skills a hybrid learner needs so that early attrition is reduced. Because LCTCC serves an older, more independent population than a typical virtual school, an at-home instructional coach is welcomed but never assumed: where none exists, the Success Navigator carries those functions on campus, so no student's success depends on home circumstances.

VOA.3.c. Nature, frequency, and location of required and optional in-person meetings. In-person engagement happens at the student's home pod on an LCTCS campus and is a core, scheduled part of the model. Every student will attend campus on a rotating, staggered schedule (EPC.9.a, VOA.7.d). Required in-person activities include intake and onboarding, TABE diagnostic testing, the student's LCTCS college courses and labs, scheduled Success Navigator sessions on rotation days, foundational-skills blocks as needed, state-assessment administration at the campus testing center (VOA.5), hands-on CTE and work-based learning tied to the student's pathway, and the additional in-person instruction guaranteed to struggling students under VOA.7.d. Opt-in and as-needed in-person activities include scheduled live tutoring and instruction at the pod, supplemental Success Navigator and counseling meetings, advising and pathway-selection sessions, and family events. A defining feature of every pod is the supervised blended-learning environment, where students complete asynchronous Canvas coursework in a staffed campus setting: open to any student who chooses it and required, through the VOA.4 schedule-change process, for students whose engagement data shows they need it.

Required and optional in-person interactions between families and school faculty will be held at the student's home pod: parent/teacher conferences offered at least twice per year, periodic open houses, and school community meetings, alongside navigator and counseling meetings, with virtual and call-in options always provided so location is never a barrier. Where distance or transportation would keep a family away, the same supports that carry students to rotation days (transit passes and contracted routes, FPC.32) can be extended to conference and event days as need is identified.

VOA.3.d. Plan for health screening (Title 28, Ch. 11, section 1119). LCTCC will meet the health-screening requirements applicable to public school students under Louisiana Bulletin 741, section 1119, including vision, hearing, and scoliosis screening as required by grade and age. In Y1, screenings will be

conducted in person at the school's BRCC site on a scheduled basis and coordinated with LCTCS campus health resources. Where the host college provides campus health services or third-party telehealth, those services will also be available to LCTCC students under the campus agreement. Health screening is not treated as a stand-alone compliance step; it is an entry point to the school's whole-child wraparound model, so a need identified at screening will be routed to the student's Success Navigator and, where indicated, to counseling, mental-health support, vision or hearing follow-up, or a community health referral, and tracked to resolution. The following outlines how LCTCC will address each requirement.

Req.	LCTCC implementation
Screenings provided	Vision, hearing, and scoliosis screening as required by grade and age under section 1119, together with any additional screenings required of public-school students.
Location and schedule	Conducted in person at the BRCC host site on a published annual schedule, timed to the start of the school year and to the enrollment of new and returning students, since LCTCC will enroll on a rolling, re-engagement basis.
Administration	Performed by a contracted, licensed school nurse or EBR Parish health-unit personnel, coordinated through LCTCS Student Success and Support Services and campus health resources on the BRCC campus.
Make-up access	Students who cannot attend a scheduled screening will be offered an alternate in-person date at host site, so no student is missed / location does not become a barrier.
Records and follow-up	Results and any required follow-up will be documented in the student health record consistent with FERPA, communicated to parents and guardians, and routed to the student's Success Navigator for referral and case management until resolved.
Strategic data layer	As the LCTCS uCTRL student-health platform scales, screening/health data will be aggregated to flag health-related barriers to retention and target intervention earlier.

Strategic enhancement: aggregated health data and satellite clinics. As LCTCS scales uCTRL, the no-cost student-health platform piloting at Bossier Parish Community College with a fall 2026 launch, LCTCC will adopt it to aggregate screening and health data, drive early-warning intervention on health-related barriers to retention, and support satellite screening and immunization clinics at host campuses, operated with required parental consent for minors. This data-driven layer complements but does not replace the in-person, statutory screenings described above.

VOA.4 - Tracking and monitoring attendance and engagement in a virtual setting. LCTCC will measure attendance by documented learning activity across both modes rather than seat time alone. The Canvas attendance tool is the system of record, mapped to the state membership definition of a student enrolled and actively attending: in-person attendance at rotation days, college courses, and pod sessions is recorded alongside daily online engagement signals (logins, task completion, milestone progress), all against a board-adopted attendance policy built to Bulletin 126 §3709: the policy defines minimum expectations for active class participation, for time spent connected online, and for completion and submission of assignments; documents how attendance is recorded and enforced, including truancy response; and is covered in the enrollment-time orientation for every student and parent or legal custodian (VOA.3.b). LCTCC will submit the attendance policy to LDOE annually for approval, per §3709. Early alerts are visible to all staff, not only the assigned Success Navigator, so every adult sees the same real-time picture, and every LCTCC student is identified in Canvas through a dedicated LCTCC sub-account within the shared LCTCS environment (a student-level attribute as fallback), giving administrators direct course visibility and letting every attendance and engagement report disaggregate by subgroup. Engagement will be monitored on a three-tier model:

Tier	Trigger (data)	Response
Tier 1 (universal)	On-pace participation and passing performance across both modes.	Continuous Success Navigator check-ins, advisory, attendance and progress monitoring, positive-engagement supports.

Tier	Trigger (data)	Response
Tier 2 (targeted)	>1 early-warning flags: declining online activity, missed rotation days/pod sessions, slipping course performance, or a gap in contact.	Increased Success Navigator contact, scheduled tutoring or study hall (online or at the pod), an attendance contract, and a family conference; same-day outreach when a student disengages.
Tier 3 (intensive)	Acute risk: sustained non-participation, no recent two-way contact, or a failing trajectory.	Mandatory progress review, individualized re-engagement plan, intensified in-person requirements and support at pod; referral to Lead Navigator who will re-check the student within ~2 weeks.

Students who do not attend or engage trigger same-day Success Navigator outreach, escalating through an intervention plan, a formal re-engagement plan, and, where required, truancy referral consistent with state attendance law. For the online components, LCTCC holds instructors and Success Navigators to regular and substantive interaction standards, so asynchronous never means unsupervised: the guided asynchronous Canvas core is scheduled, monitored, and supported in person for students who need it. Because LCTCC enrolls students who already carry dropout-risk factors, every student is treated as a monitored case from intake rather than only after a triggering event.

Count-date accuracy (October 1 and February 1). Because membership drives MFP funding, LCTCC will operate a defined count-date verification protocol modeled on the documented practice of Louisiana's dropout-recovery charter schools, including JCFA. Beginning ten school days before each count date, the Dir. of Testing, Accountability & Enrollment will run a pre-count audit of every enrolled student's attendance and engagement record; any student without documented activity or two-way contact inside the policy-defined window is flagged for immediate Success Navigator outreach, and a student who cannot be re-engaged and does not meet the active-attendance standard is exited and drop-coded before certification rather than carried on the rolls. Certification follows a defined chain: the Campus Coordinator reconciles pod-level attendance records, the Dir. of Testing, Accountability & Enrollment verifies and certifies the count, and the E.D. reviews the certification submitted to the state, so the October 1 and February 1 counts reflect only students genuinely enrolled and actively attending.

VOA.5 - Plan for administering state assessments (Bulletin 118 section 317). All state assessments will be administered in person at secure on-campus testing centers at the LCTCS pods under Bulletin 118 section 317, scheduled on each student's rotation at their home pod. This is an existing capability: LCTCS already administers the TABE on DRC INSIGHT, the same platform LDOE uses for LEAP, installed in labs and testing centers statewide, and the pods are approved, independently audited HiSET and GED test centers whose facility, network, security, and proctoring protocols meet or exceed LEAP's. Secure testing rooms, wired networks, lockdown browsers, credentialed proctors, and secure materials storage are standard operating procedure across the colleges.

For LEAP 360 diagnostic and interim assessments, LDOE's July 2024 guidance expressly permits remote and off-site administration on DRC INSIGHT, and the pod labs already exceed the device requirements. For the LEAP summative assessments, the Comprehensive Assessment and the end-of-course exams, the only remaining step is credentialing proctors through LDOE's School Test Coordinator training, a standard online process the school will complete before the first administration.

For each administration, the school will designate a trained test coordinator and trained proctors, control the testing environment to LDOE security standards, manage secure receipt, handling, and return of materials, and provide the testing accommodations specified in each student's IEP, 504 plan, or EL plan. Students will be scheduled to their home pod for the LEAP 2025 Comprehensive Assessment (ELA and mathematics), the Biology and Civics end-of-course exams, the ACT for University-pathway students, and the English Language Proficiency Test for English learners. The TABE diagnostic and IBC examinations will likewise be administered in person at the pods.

VOA.6 - Recruiting, retaining, and training diversified virtual leadership and staff. LCTCC will open with documented virtual-operations leadership at the top of the organization: founding Executive

Director Dr. Michelle Clayton authored the LDOE Administrator's Guide to Implementing a High Quality Online Educational Program during her leadership at University View Academy, and she will set the standards for online course quality, engagement monitoring, and hybrid staffing that govern the plans in this addendum. Because pods sit on LCTCS campuses across the state, the school hires from the full LCTCS service area and the system's existing instructional and student-support workforce, placing pod staff in the communities their campuses serve, so leadership and staff reflect the communities the school serves. Retention rests on budgeted compensation and caseloads capped by design, so growth triggers hiring rather than caseload creep, and all staff complete onboarding built on the standards Dr. Clayton authored and are trained on Canvas and ConexED before serving students.

VOA.6.a. Process and timeline to recruit and hire a diversified staff. LCTCC will recruit and hire under the written, non-discriminatory procedures in OPC.20, on a timeline that fills its regional leadership, Success Navigator, Learning Support Specialist, and student-services roles before each school year and scales staffing to the enrollment ramp. The school will source candidates through Louisiana educator pipelines, LCTCS networks, and university preparation programs, and it will recruit deliberately for a staff that reflects the diversity of the student population. Every hire will clear a fingerprint-based criminal background check before working with students.

Hiring follows the school's two-level structure and the phased pod rollout: the Year 1 regional leadership team (the four directors in OPC.17) is hired prior to opening, additional regional teams come online as enrollment builds (the first replication regional team in Y3), and pod-level teams (a Pod Principal, a Campus Coordinator, three Learning Support Specialists, and Success Navigators at 1:50) are hired with each pod's activation, so staffing scales deliberately with enrollment rather than all at once.

VOA.6.b. Strategies for recruiting EL-certified, special education, and high-need specialties. The school prioritizes the certifications its support model requires: ESL-endorsed or EL-certified staff, certified special education professionals on the Dir. of Academics, SPED & Federal Programs' team, and licensed counselors through campus and contracted providers, drawing on the existing LCTCS Adult Education EL and student-support workforce plus targeted outreach and certification-support pathways for hard-to-staff specialties. Where a required certification cannot be secured immediately through hiring, services will be covered by qualified contracted providers (VOA.6.c) so that no student goes unserved.

VOA.6.c. How the school will service students requiring related services. Related services required by an IEP or 504 plan (for example speech-language therapy, occupational therapy, and counseling) will be delivered by qualified school staff or contracted providers, in person at the student's home pod where the service requires it and through teletherapy where clinically appropriate and permitted, so that neither distance nor delivery mode delays a legally required service. The Dir. of Academics, SPED & Federal Programs, supported by the pod's special-education Learning Support Specialist, will ensure each service in a student's plan is scheduled, delivered, and documented. Delivery is logged session by session against each plan's required minutes, and missed sessions are made up and documented (EPC.14.a).

VOA.6.d. Plan for professional development appropriate to the delivery method. All staff complete onboarding and ongoing professional development built for a true hybrid model, beyond the EPC.12.d components: reading Canvas dashboards and acting on the tiered early-warning protocol (VOA.4); effective instruction in both online and in-person settings; regular and substantive interaction standards; supporting SWDs and ELs across both modes; the acceptable-use, internet-safety, and electronic-communication policies; and trauma-informed practice, with ongoing coaching from the Director of Academics, SPED & Federal Programs.

VOA.6.e. Technical support for students, teachers, facilitators, and instructional coaches. Technical support runs through the established LCTCS IT help desk and a designated school contact, by phone, text, email, and in person at the pods, with home-language assistance; every user has a known support path, and unresolved access problems are escalated and tracked so they do not become lost instructional time.

VOA.7 - Efforts to secure a facility for struggling students requiring in-person instruction.

VOA.7.a. If identified: description of the facility and how it meets the school's needs. In-person

learning is a core component of LCTCC's true hybrid model, and the facility solution is the LCTCS campus network, beginning with BRCC in Y1 and extending to additional LCTCS campuses as learning pods in later years. Each pod will be activated against the LDOE's Learning Pods Pre-Opening Checklist before the pod opens. These campuses provide classroom and lab space, technical faculty and equipment, secure testing centers, student-support facilities, and connectivity, all of which meet the school's needs for in-person instruction, hands-on CTE, assessment, and wraparound supports. Access will be provided under the MOU with LCTCS, under which facilities and utilities are provided in-kind (CPA.1, OPC.23). BRCC is an existing, operating, code-compliant postsecondary campus already configured for instruction, labs, secure testing, and student services, so hosting LCTCC's in-person component requires no new construction or renovation and carries no facility-preparation cost; its availability is confirmed under the MOU. Because students attend on rotating schedules and no cohort is ever on campus all at once, in-person capacity exceeds demand: pods sit inside full college campuses, and the constraint the rotation manages is scheduling, not square footage.

VOA.7.b. If not identified: plans to secure and prepare a facility, with contingencies. The Year 1 facility (BRCC) is identified and secured under the LCTCS MOU. As the school adds pods (Bossier Parish in Y2, Delgado in Y3, South Louisiana and Northwest in Y4, Northshore in Y5), each new campus will be brought online under the same agreement framework. The pod sequence tracks demonstrated demand: 27% of survey responses identifying a parish came from Bossier and Caddo in the northwest, with more from Orleans (13%), Jefferson (10%), and a long tail of other parishes, evidence that statewide demand for a hybrid re-engagement option precedes any recruitment effort and support for the Bossier pod activation in Y2 (EPC.8, APX.1). Regional outcomes data reinforce the sequence: in 2024-2025, cohort graduation rates in the planned expansion regions trailed the state's record 85%, including Caddo at 82.6%, Orleans at 80.6%, and Jefferson at 77.0%, so each planned pod lands where students are still being lost at scale.[24] If a planned pod campus cannot be brought online on schedule, or a pod site becomes unavailable, the contingency is to serve students through the nearest available LCTCS campus in the region combined with online delivery until the campus is ready, so that no student loses access to required in-person services.

VOA.7.c. Procedures and disposition of facilities/equipment should the charter cease. Because the in-person facilities are LCTCS-owned and provided under the MOU rather than owned by LCTCC, campus facilities revert to LCTCS upon any cessation of the charter. School-purchased equipment and assets will be disposed of consistent with the dissolution provisions of the school's bylaws, Louisiana law on the disposition of public charter-school assets, and the closure protocol in the charter agreement, with student records transferred to the authorizer or the students' receiving schools within required timelines.

VOA.7.d. Plan to provide at least 20% of instruction to struggling students in person. The true hybrid model comfortably meets and, for the students who need it, exceeds the requirement that struggling students receive at least 20 % of instruction in person, and the math is conservative. LCTCC's calendar provides 152 instructional days, with 600 instructional minutes on each regular day (Monday through Thursday, across day and evening tracks within 8:00 AM to 9:00 PM building hours) and 240 minutes on Fridays (day track), for 2,640 instructional minutes in a standard week. A student who attends campus for a single full regular day each week therefore receives 600 of 2,640 weekly instructional minutes, or 22.7%, in person, already above the 20 % floor before counting labs, Success Navigator sessions, foundational-skills blocks, or on-campus testing. The planned rotation of up to two on-campus days per week, on Monday/Wednesday or Tuesday/Thursday blocks aligned to college course schedules with flexibility for students' work and family obligations, yields roughly 45% in person and matches the transportation basis budgeted in FPC.32, so 22.7% is the guaranteed minimum, not the expected experience. Students identified as struggling, by entry TABE level, credit deficiency, or the Tier 2 and Tier 3 early-warning flags in VOA.4, will receive a still higher proportion of instruction in person at their home pod, including scheduled live instruction and tutoring, Success Navigator and counseling support,

[24] LDOE, 2025 State, School System, and School Cohort Graduation Rates by Subgroup

and hands-on pathway instruction, with the 20 % figure functioning as a floor rather than a target. Each struggling student's in-person dosage is set in the ACP and tracked through attendance, and because pods sit inside full college campuses, in-person capacity exceeds demand statewide. For students with disabilities, the in-person floor is set by the IEP itself: where required service minutes exceed the standard rotation, the rotation expands to deliver them (EPC.14.a).

VOA.8 - Meeting transportation needs for students requiring in-person instruction. Because in-person attendance on a rotating schedule is a regular part of the model, transportation will be designed around the economically disadvantaged and special-education subgroups that make up much of the population, consistent with the plan in FPC.32. The legal obligation extends to students living more than one mile from their pod within the pod's parish; LCTCC extends transportation support to students outside any pod's parish as a re-engagement commitment of the model, through the transit passes and contracted service budgeted in FPC.32. LCTCC will provide transportation support at no cost to families through two mechanisms structured for a hybrid schedule in which students travel to a pod on scheduled in-person days: transit passes for students on transit-served routes, since the pods are located on LCTCS campuses that sit on existing transit-served sites, and contracted transportation for students whose homes or schedules public transit cannot reach. For students with disabilities, transportation will be provided as a related service when required by the IEP, at no cost to the family, consistent with IDEA. Meals on on-campus days are budgeted and described in FPC.32. The Dir. of Academics, SPED & Federal Programs and the Dir. of Operations will jointly ensure each student's transportation and meal needs are met.

VOA.9 - Data protection and recovery procedures for a catastrophic system failure. Student records will be maintained in the school's K-12 student information system and reported through the state's information systems, protected by FERPA role-based access controls. LCTCC's data protection and cybersecurity practices will be modeled on Northshore Technical Community College's policies, and its instructional and student-data systems will run on LCTCS enterprise infrastructure, which provides regular automated backups, geographically separated redundant storage, documented recovery objectives, and a tested restoration process. In a catastrophic system failure, instruction and records are restored from backup under the LCTCS IT continuity plan while in-person instruction continues at the pods or an alternate LCTCS campus; because most instruction is delivered in person on campus, a systems failure interrupts the online portion of the program, not the school. The school's data-governance and records-retention policy defines responsibilities for backup, recovery, and breach response, connecting to the incident-response policy in VOA.10. Conversely, if a campus closure takes a pod offline, instruction continues without interruption through Canvas: coursework, attendance capture under the board-adopted attendance policy (VOA.4), tutoring, and Success Navigator contact all proceed remotely until the pod reopens (EPC.11).

VOA.10 - Policy on cyber breaches/leaks and notification after an incident. LCTCC will adopt and adapt the LCTCS cyber-breach and incident-response policy as a board-approved school policy, consistent with R.S. 17:3996(21) and applicable data-breach-notification law, defining how the school prevents, detects, contains, and responds to a cyber breach or data leak. The policy provides for preventive controls (filtering, access controls, encryption, multifactor authentication, staff training); detection and immediate containment; investigation of scope and the data involved; and timely notification to affected students, families, and staff, to BESE as authorizer, and to any other parties required by law, within statutory timeframes, with the steps being taken to limit harm and prevent recurrence. Incident-response roles will be defined in advance: the E.D. will own authorizer communication and required external notifications, the Dir. of Operations will coordinate containment logistics and family communication, and LCTCS IT will lead technical investigation, containment, and remediation. The policy will be implemented with LCTCS IT and reviewed annually.

Type 2 Charter Application Appendices

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL (LCTCC)

This volume contains the appendices submitted in support of the LCTCC Type 2 charter application. Each appendix is preceded by a divider page identifying the appendix number, the rubric question or addendum it supports, and a description of its contents. Appendix numbering corresponds to the requirements of the 2025-2026 BESE New Operator Application and its addenda. Appendices 12 and 13 are marked Not Applicable because LCTCC does not contract with an Educational Service Provider.

Appendix	Contents	Rubric Reference	Page
0	Statement of Assurances & Completeness Check	Required Application Certifications	67
1	Evidence of Community Support	EPC.8; EPC.16; APX.1	72
2	School Master Plan for Improving Behavior and Discipline (Draft)	EPC.15; R.S. 17:252; APX.2	125
3	Grievance Policy (Draft)	EPC.16; APX.3	130
4	School Leadership Team Capacity	School Leadership Team; APX. 4	132
5	Charter Board Member Resumes	OPC.22; APX. 5	144
6	Charter Board Bylaws	OPC.30; APX. 6	156
7	Financial Services Provider Qualifications	FCP.36; APX. 7	182
8	Insurance Coverage	FPC; APX.8	191
9	Course Offerings by Diploma Type and Grade Level, Yrs 1-5	High School Addendum; APX.9	194
10	AP, IB, Dual Enrollment, ACT Preparation, and CTE Course Offerings by Grade Level, Yrs 1-5	High School Addendum; APX. 10	221
11	Corporate Partnership MOU (Draft)	CPA.1; Bulletin 126, Ch. 39; APX.11	228
12-13	ESP Addendum: Not Applicable (no ESP)	ESPA.1-ESPA.4	234

APPENDIX 0 - APX.0

COMPLETENESS CHECK AND STATEMENT OF ASSURANCES

This appendix contains two application-level certifications for the LCTCC Type 2 charter application.

The Completeness Check is the LDOE Office of School Choice checklist on which the applicant confirms that every required component of the application, its appendices, and the accompanying submission documents is present and correctly located.

The Statement of Assurances is the signed certification through which the authorized representative of the nonprofit charter board certifies that, if approved, the School will comply with all applicable federal and state laws, BESE bulletins, and constitutional requirements governing Louisiana public charter schools.

Name of Nonprofit Corporation:	Louisiana Community and Technical College Charter School	
Name of Proposed School:	Louisiana Community and Technical College Charter School	
Name of Primary Contact:	W. Chandler LeBoeuf	
ITEM	RESPONSE	COMMENTS
Application Type	BESE Type 2	
Operator Track	New Operator	

Public Disclosure-All charter school proposals submitted to LDOE are considered public records, pursuant to the Louisiana Public Records Law, LSA-R.S. 44:1 et seq., and are subject to public release.

Applicant Self-Assessment						
Location	Item	Yes	No	N/A	Page #	Comments
Letter of Intent	Letter of Intent	☒	☐	☐		
Eligibility Determination	Charter Proposal Overview Form	☒	☐	☐		
	Enrollment Projection Form	☒	☐	☐		
	Enrollment Plans	☒	☐	☐		
	School Management Form	☒	☐	☐		
	Assurances Form	☒	☐	☐		
	Teacher Eligibility Form	☒	☐	☐		
	Three LA Teacher Certifications	☒	☐	☐		
	Charter Board Member Roster	☒	☐	☐		
	Board Member Resumes	☒	☐	☐		
	Board Member Background Checks (If Applicable)	☒	☐	☐		
	Applicant Team Roster	☒	☐	☐		
Assurances Form	Assurances Form	☒	☐	☐	70 - 71	
New Operator Application Typewritten in 11-point Arial or Times New Roman font; One-inch margins with a header showing the proposed charter school's name and a footer showing consecutive page numbers and date of submission to LDOE; Application may not exceed a maximum of 65 single-sided pages (no double-sided pages), not including Executive	Executive Summary (2-Page Limit)	☒	☐	☐	i - ii	
	Section 1: Educational Program and Capacity					
	School Establishment	☒	☐	☐	1 - 8	
	Academic Plan	☒	☐	☐	8 - 12	
	Academic Goals	☒	☐	☐	12 - 15	
	Assessments	☒	☐	☐	15 - 17	
	Diverse Learners and Student Support	☒	☐	☐	17 - 22	
	Behavior Management	☒	☐	☐	22 - 25	
	Parent and Community Engagement	☒	☐	☐	25 - 26	
	Section 2: Organizational Plan and Capacity					
	Staffing	☒	☐	☐	27 - 32	
	School Leadership Team Capacity	☒	☐	☐	32, 144	
	Charter Board Governance	☒	☐	☐	32 - 41	
	Section 3: Financial Plan and Capacity					
	Operational Management and Leadership	☒	☐	☐	42 - 44	
	Student Enrollment and Recruitment	☒	☐	☐	44 - 45	
	Financial Plan	☒	☐	☐	45 - 48	
	High School Addendum (If Applicable)	☒	☐	☐	48 - 57	
	Corporate Partnerships Addendum (If Applicable)	☒	☐	☐	57 - 58	
	Educational Services Provider Addendum (If Applicable)	☐	☐	☒	58	

Summary.	Virtual Operator Addendum (If Applicable)	☒	☐	☐	58 - 65	
Attachments, or appendices and other supporting documents are limited to 200 page maximum for entire submission. *Attachments and/or appendices should be included only if explicitly requested in the application question.	**Section 4: Appendices-**					
	1: Evidence of Community Support	☒	☐	☐	72 - 124	
	2: Draft School Model Master Plan	☒	☐	☐	125 - 129	
	3: Grievance Policy	☒	☐	☐	130 - 131	
	4: School Leadership Team Resumes	☒	☐	☐	132 - 143	
	5: Charter Board Member Resumes	☒	☐	☐	144 - 155	
	6: Charter Board By-Laws	☒	☐	☐	156 - 181	
	7: Financial Manager's Resume	☒	☐	☐	182 - 190	
	8: Insurance Plan	☒	☐	☐	191 - 193	
	9: Outline of Course Offering by Diploma Type(s)	☒	☐	☐	194 - 220	
	10: Table of AP, Dual Enrollment, ACT Prep, and CTE Couse Offerings	☒	☐	☐	221 - 227	
	11: Draft Corporate Partnerships MOU/Contract	☒	☐	☐	228 - 233	
	12: ESP Independent Audit	☐	☐	☒	234	
	13: Draft ESP MOU or Contract	☐	☐	☒	234	

Upon submission, applications may be reviewed for incidences of plagiarism. It is the responsibility of the charter applicant to ensure proper citation and acknowledgement of any sources included within the application. Any charter application found to be plagiarized may be subject to disqualification. Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration of charter school approval.

Assurances Form

Please provide your assurances to the following items. Your responses serve as an attestation to fulfilling the following provisions if the application is approved.

If the answer to any item below is "No", please submit a statement of explanation as an attachment.

	ASSURANCES	YES	NO
1	The school and/or charter board is organized as a nonprofit corporation under Chapter 2 of Title 12 of the Louisiana Revised Statutes, Nonprofit Corporation Law.	X	
2	The school and/or governing organization is currently registered as a nonprofit corporation and is listed as in good standing with the Louisiana Secretary of State.	X	
3	The school is not affiliated with any religious organization and does not support nor engage in any religious activities.	X	
4	The school and/or governing organization does not have any liens, litigation history, and/or sanctions from any local, state, and/or federal regulatory agency against the nonprofit corporation.	X	
5	The school and/or governing organization does not have the same or substantially the same board of directors and/or officers as an existing private school.	X	
6	The school does not draw a substantial portion of the employees from an existing private school.	X	
7	The school does not receive a substantial portion of assets or property from an existing private school.	X	
8	The school is not located at the same site as an existing private school.	X	
9	The school will not create barriers of access to enrollment in accordance with **Brumfield v. Dodd, 405 F. Supp. 528 (E.D. La. 1977).**	X	
10	The school will provide free transportation to students as stipulated in the Charter Operating Agreement.	X	
11	The school charter includes provisions regarding the safety and security of the school.	X	
12	The school charter includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	X	
13	The school charter includes a plan for collecting data in accordance with R.S. 17:3911.	X	
14	The school charter includes personnel policies and employment practices applicable to the school's officers and employees.	X	
15	The school charter includes provisions regarding liability issues.	X	
16	The school charter includes employee grievance processes and policies.	X	
17	(Beginning August 1, 2024) Each president of a BESE authorized charter board shall participate in at least one hour of board governance, special education, and financial management training within one year of assuming the role.	X	
18	(Beginning June 1, 2025) Each new member of the board of directors of a BESE authorized	X	

	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.	X	
19	The charter school will ensure fiscal responsibilities per R.S. 17:3981.	X	
20	Charter schools will follow applicable state laws regarding the completion of approved numeracy skills per LAC28:CXV.511, R.S. 17:24.13.	X	
21	Charter schools will follow applicable state laws regarding the display of the national motto per R.S. 17:262.	X	

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award.

Name of Board Chair, Charter Governing Board: W. Chandler LeBoeuf, LCTCC Board Chair	
Signature of Board Chair: X W. Chandler LeBoeuf W. Chandler LeBoeuf (Jul 20, 2026 11:27:40 CDT)	Date: July 20,2026

APPENDIX 1 - APX.1

Evidence of Community Support

A. Statewide Elected Leadership		
Jeff Landry, Governor of Louisiana Office of the Governor	Affirms the statewide priority of re-engaging over-age, under-credited students into education and the workforce.	p.73
B. Corporate Partner, LCTCS Core Leadership		
Rocky Rockett, Board Chair LCTC Foundation	Philanthropic partner; commits a $190,000 startup investment, contingency funding and targeted fundraising.	p.74
Richard Nelson, President **Timothy W. Hardy, Board of Supervisors Chair** LA Community and Technical College System	(LCTCS) Founding system and corporate partner; commits $1,050,000 startup investment; see MOU for details.	p.75
Willie E. Smith, Sr., Ed.D., Chancellor BRCC (launch host campus)	Host-campus letter confirming facilities, dual enrollment, and pathway access for the inaugural campus.	p.76
C. State Workforce and Economic Development		
Susana Schowen, Secretary Louisiana Works	Confirms alignment with state workforce priorities and labor-market demand.	p.78
D. Business, Industry, and Civic Organizations		
Will Green, President and CEO LA Association of Business and Industry	Statewide employer association; confirms employer demand and workforce alignment.	p.79
Adam Knapp, CEO Leaders for a Better Louisiana	Statewide civic and policy organization; affirms the model and its accountability framework.	p.81
E. Parents, Caregivers, and Prospective Students		
LCTC Charter School Student & Family Survey: results report	Community-needs survey results (72 submissions) from prospective students and caregivers, collected through adult-education, WorkReady U, HSE, and community partner networks; reports interest in enrolling, barriers to completion, and priority program elements.	p.83
F. LCTCS Member College Chancellors (Future Pod Sites)		
Rick Bateman, Jr., Ph.D., BPCC	Chancellor letters affirming support for the proposed statewide model and campus partnership.	p.103
Dr. Heather S. Poole, CLTCC		p.105
Dr. Larissa Littleton-Steib, DCC		p.107
Kristine Strickland, FTCC		p.109
Dr. Justin Hoggard, LDCC		p.111
Jim Carlson, Ed.D., NTCC		p.113
Dr. Jayda Spillers, NLTCC		p.115
Tina M. Tinney, Ed.D., NCC		p.117
Quintin D. Taylor, RPCC		p.119
Vincent G. June, Ph.D., SoLaCC		p.121
Neil Aspinwall, Ed.D., SOWELA CC		p.123

State of Louisiana
OFFICE OF THE GOVERNOR
P.O. BOX 94004
BATON ROUGE
70804-9004

Jeff Landry
Governor

July 20, 2026
RE: Letter of Support for the LCTC Charter School Type 2 Charter Application

Dear Members of the Board and Charter Application Review Team:

I am writing to express my strong support for the Type 2 charter application submitted by LCTC Charter School, Inc. (LCTCC) to the Louisiana Board of Elementary and Secondary Education.

LCTC Charter School presents an innovative educational model that connects rigorous high school instruction with Louisiana's community and technical college system. Students will have access to dual enrollment, career and technical education, industry-based credentials, college credit, and clear pathways to further education and employment. By drawing upon college facilities, technical faculty, employer partnerships, and student support services, the school will create a direct connection between secondary education and Louisiana's workforce needs.

The proposed school advances important educational and economic priorities for Louisiana by:

- Expanding access to high-quality public-school options for Louisiana students and families;
- Providing meaningful dual enrollment and early college opportunities;
- Increasing student attainment of industry-based credentials and college credit;
- Preparing students for high-wage, high-demand careers in fields such as healthcare, construction, transportation, energy, advanced manufacturing, information technology, and cybersecurity;
- Strengthening connections among K-12 education, postsecondary education, employers, and regional workforce partners; and
- Creating a scalable model that can expand opportunity for students across the state.

We believe LCTC Charter School has the potential to become a strong model for aligning secondary education, postsecondary opportunity, and workforce preparation. We respectfully encourage BESE to approve LCTCC's Type 2 charter application and provide Louisiana students with greater access to credentials, college pathways, and careers of value.

Sincerely,

Jeff Landry
Governor of Louisiana

Foundation for Louisiana Community and Technical Colleges
265 South Foster Drive
Baton Rouge, Louisiana 70806
phone: 225.922.2800 www.lctcs.edu

Chandler LeBoeuf, Executive Director
Rocky Rockett, Board Chair

July 16, 2026

Louisiana Board of Elementary and Secondary Education

Louisiana Department of Education

P.O. Box 94064

Baton Rouge, Louisiana 70804-9064

RE: Letter of Support and Financial Commitment — LCTC Charter School, Inc. (Type 2 Charter Application)

Dear Members of the Board and Charter Application Review Team:

On behalf of the LCTCS Foundation, I am pleased to submit this letter of support for the Type 2 charter application of LCTC Charter School, Inc., which proposes to open its inaugural campus at Baton Rouge Community College for the 2027–2028 school year, with a vision for statewide expansion in partnership with the colleges of the Louisiana Community and Technical College System.

The LCTCS Foundation exists to advance the mission of Louisiana's twelve community and technical colleges: expanding access to high-quality education and training that leads directly to credentials of value, family-sustaining careers, and upward mobility for Louisiana citizens. LCTC Charter School represents a natural and strategic extension of that mission, creating an intentional bridge between secondary education and the state's workforce pipeline in high-demand fields such as healthcare, construction, transportation, energy, and advanced manufacturing. Students will graduate not only with a high school diploma, but with meaningful college credit, industry-based credentials, and a clear pathway into further education and employment.

To demonstrate its support, the LCTCS Foundation commits $190,000 toward the successful planning, launch, and initial operations of LCTC Charter School. These funds will support pre- opening and startup needs, including facilities readiness, instructional materials and equipment, student support services, and early operating costs, and will supplement—not supplant—the school's public per-pupil funding.

Beyond this initial investment, the Foundation intends to serve as an ongoing philanthropic partner to the school, leveraging our donor relationships, employer partnerships, and grant development capacity to help sustain and grow the school's programs over time. The Foundation also recognizes the importance of the school's long-term financial stability and, should funding gaps arise in future years, is committed to leading targeted fundraising efforts and serving as a source of contingency support to help sustain uninterrupted programming for students.

We believe LCTC Charter School will be a valuable addition to Louisiana's public education landscape and a model for how K-12 and postsecondary systems can work together to deliver results for students, families, and employers. The LCTCS Foundation is proud to stand behind this application, and we respectfully urge its approval.

Sincerely,

W. Chandler LeBoeuf
W. Chandler LeBoeuf (Jul 16, 2026 13:36:08 CDT)
Chandler LeBoeuf
Executive Director

David "Rocky" Rockett (Jul 16, 2026 14:13:50 CDT)
Rocky Rockett
Board Chair

Louisiana Community and Technical College (LCTC) System
265 South Foster Drive
Baton Rouge, Louisiana 70806
phone: 225.922.2800 www.lctcs.edu

Richard Nelson, President
Tim Hardy, Board of Supervisors Chair

July 16, 2026

Louisiana Board of Elementary and Secondary Education
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064

RE: Letter of Support, Funding Commitment, and Corporate Partnership — LCTC Charter School, Inc. (Type 2 Charter Application)

Dear Members of the Board and Charter Application Review Team:

On behalf of the Louisiana Community and Technical College System (LCTCS), I am pleased to submit this letter of support for the Type 2 charter application of LCTC Charter School (LCTCC). LCTCS will serve as the corporate sponsor and founding partner of the school, which will open on the campus of Baton Rouge Community College in the 2027–2028 school year and expand statewide in partnership with our twelve colleges. The terms of this partnership, including the System's commitments of facilities, services, and support, will be formalized in a Memorandum of Agreement (MOA) executed between LCTCS and LCTCC.

LCTC Charter School directly advances the System's statutory mission of preparing Louisiana citizens for high-wage, high-demand careers in fields such as healthcare, construction, transportation, energy, information technology, and advanced manufacturing. As LCTCC's corporate partner, LCTCS will provide access to college facilities, instructional programs, dual enrollment pathways, industry-based credentialing, faculty expertise, in-kind supports, and the System's statewide network of employer and workforce partners—ensuring students graduate with a diploma, college credit, and credentials of value.

LCTCS is committed to investing $1,050,000 over the school's first two years of operation, including $150,000 in Adult Education funding in each of the first two years, $250,000 in Carl D. Perkins V funding in Year 2, and $250,000 in Rapid Response funding in each of the first two years. These investments will support integrated education and training opportunities, career and technical education programming, and workforce-aligned initiatives responsive to employer demand. All funds will be administered in accordance with applicable federal and state requirements and will supplement, not supplant, the school's public per-pupil funding.

This partnership has the full support of our twelve college chancellors, who stand ready to welcome LCTC Charter School as it expands across Louisiana. Our commitment reflects our confidence that the school will become a model for aligning K-12 education, postsecondary education, and workforce development while expanding opportunity for students across the state. We respectfully urge the Board to approve this application.

Sincerely,

Richard Nelson
President

Timothy W. Hardy
Board of Supervisors Chair

Office of the Chancellor

225.216.8402
225.216.8100
www.mybrcc.edu

201 Community College Drive Baton Rouge, Louisiana 70806

June 30, 2026

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of an Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

Baton Rouge Community College is an Equal Opportunity/Equal Access Employer

BRCC is thrilled to serve as the initial launch site and partner to LCTCC in establishing what is sure to be a transformational addition to Louisiana's educational landscape.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to obtain a Type 2 Authorization to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Willie E. Smith, Sr., Ed.D.
Chancellor

LOUISIANAWORKS

July 17, 2026

Louisiana Board of Elementary and Secondary Education
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064

RE: Letter of Support for the LCTC Charter School Type 2 Charter Application

Dear Members of the Board and Charter Application Review Team:

On behalf of Louisiana Works, I am pleased to express our strong support for the Type 2 charter application submitted by LCTC Charter School, Inc. (LCTCC) to the Louisiana Board of Elementary and Secondary Education.

LCTC Charter School presents an innovative educational model that connects rigorous high school instruction with Louisiana's community and technical college system. Students will have access to dual enrollment, career and technical education, industry-based credentials, college credit, and clear pathways to further education and employment. By drawing upon college facilities, technical faculty, employer partnerships, and student support services, the school will create a direct connection between secondary education and Louisiana's workforce needs.

The proposed school advances important educational and economic priorities for Louisiana by:

- Expanding access to high-quality public-school options for Louisiana students and families;
- Providing meaningful dual enrollment and early college opportunities;
- Increasing student attainment of industry-based credentials and college credit;
- Preparing students for high-wage, high-demand careers in fields such as healthcare, construction, transportation, energy, advanced manufacturing, information technology, and cybersecurity;
- Strengthening connections among K-12 education, postsecondary education, employers, and regional workforce partners; and
- Creating a scalable model that can expand opportunity for students across the state.

We believe LCTC Charter School has the potential to become a strong model for aligning secondary education, postsecondary opportunity, and workforce preparation. We respectfully encourage BESE to approve LCTCC's Type 2 charter application and provide Louisiana students with greater access to credentials, college pathways, and careers of value.

Sincerely,

Susana Schowen
Secretary
Louisiana Works

1001 North 23rd Street | P.O. Box 94094 | Baton Rouge, LA 70802 | (O) 225-342-2713 | (F) 225-342-2051 | **Jeff Landry**, Governor | **Susana Schowen**, Secretary
Equal Opportunity Employer/Program | Auxiliary aids and services are available upon request to individuals with disabilities | TDD# 800-259-5154

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The Louisiana Association of Business and Industry (LABI) represents more than 2,000 Louisiana employers and as our state's chamber of commerce and manufacturers association, our organization represents businesses of all sizes across all sectors statewide. We appreciate the importance of helping employers meet their workforce needs while also providing more education options for Louisiana families.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with LABI's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.

- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Will Green, LABI President & CEO

July 1, 2026

To Members of the Board of Elementary and Secondary Education and the Department of Education:

I am writing to express the support of Leaders for a Better Louisiana on behalf of the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Better Louisiana supports efforts to expand access to education, especially when those pathways address workforce needs across the state in innovative ways. As you know, Louisiana continues to face challenges serving students who have become disengaged from traditional educational pathways. This includes students who are over-age, under-credited, have dropped out, or are seeking a more flexible route to graduation and workforce success. The LCTC Charter School can represent an innovative solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

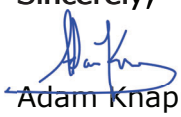
The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who have already disengaged from traditional schools;
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited;
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma; and
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, industrial trades, advanced manufacturing, and technology fields.

Moreover, we see that creating a statewide model under LCTC as a unique means to expand educational choice while addressing the needs of students who may not thrive in traditional school environments.

We respectfully encourage your support for the LCTC Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Adam Knapp
CEO

LCTC Charter School

Student & Family Input Survey

Your voice will help design a new school for young people (ages 16–21) who left traditional high school, or are struggling to stay, and want a path to a diploma, college credit, and a career. This survey is voluntary and anonymous. You may skip any question. It takes about 5–7 minutes.

Section A — About You

1. What is your age?

☐ 16–17 ☐ 18–21 ☐ 22–29 ☐ 30+

2. Which of these describe you? *(Check all that apply.)*

☐ I'm currently in an Adult Education / WorkReady U program
☐ I left high school before finishing
☐ I'm working toward my HiSET / high school equivalency now
☐ **I earned my HiSET / high school equivalency (HSE)**
☐ I finished high school but felt disconnected while I was there
☐ I'm a parent or caregiver of a young person (16–21)
☐ None of these

3. What region/parish are you in? *(Optional)*

_____

Section B — Your Experience with School

4. Did you leave high school before graduating?

☐ Yes ☐ No ☐ I'm still in high school

5. If school was ever hard to stay in or finish, what made it hard? *(Check all that apply.)*

☐ Needed to work / earn money
☐ Family responsibilities
☐ Childcare
☐ Transportation
☐ Fell behind and felt I couldn't catch up
☐ Didn't feel welcome or supported
☐ Health or mental health
☐ Bullying or conflict
☐ Discipline, suspension, or expulsion
☐ Classes felt boring or not useful to my life
Other: _____

Section C — What Would Help

6. How important would each of these be for you (or a young person you know) to come back to school or stay in?

- A flexible schedule (day or evening options) ☐ Not important ☐ Somewhat ☐ Very important
- Learning that leads directly to a job or career ☐ Not important ☐ Somewhat ☐ Very important
- Earning college credit while finishing high school ☐ Not important ☐ Somewhat ☐ Very important
- A coach or advisor who checks in on me and connects me to help ☐ Not important ☐ Somewhat ☐ Very important
- Being able to learn both online and in person ☐ Not important ☐ Somewhat ☐ Very important
- Support with things like childcare or transportation ☐ Not important ☐ Somewhat ☐ Very important
- Taking classes at a nearby community college ☐ Not important ☐ Somewhat ☐ Very important

7. Which career areas interest you (or the young person you're thinking of)? *(Check all that apply.)*

☐ Health sciences / nursing
☐ Information technology / cybersecurity
☐ Construction / skilled trades
☐ Manufacturing
☐ Business / hospitality
☐ Public safety / first responder
☐ Automotive / transportation
☐ Education / human services
☐ Not sure yet
Other: _____

Section D — A New Kind of School

LCTC Charter would be a statewide school for young people ages 16–21 who left traditional high school or are at risk of leaving. Students earn a high school diploma along with college credit and career credentials, learn through a flexible mix of in-person and online, have a coach who supports them and connects them to help, and can take classes at community colleges across Louisiana.

8. How likely would you (or a young person you know) be to enroll in a school like this?

☐ Very likely ☐ Somewhat likely ☐ Not sure ☐ Not likely

9. What do you like most about this idea? *(Open)*

_____

_____

10. What questions or concerns do you have? *(Open)*

_____

_____

Section E — For Parents & Caregivers

Answer this section only if you checked "parent or caregiver" in Question 2.

11. Do you have a child or young person (16–21) who left school or is struggling to stay?

☐ Yes ☐ No

12. As a parent or caregiver, what do you most want from a school for a young person like yours? *(Check all that apply.)*

☐ A safe, welcoming place

- ☐ A real path to a diploma
- ☐ Job skills and credentials
- ☐ College credit
- ☐ Someone who keeps track of my child and communicates with me
- ☐ Flexibility around work or family
- ☐ Support services

Other: _____

13. How likely would you be to support or encourage a young person to enroll in LCTC Charter?

☐ Very likely ☐ Somewhat likely ☐ Not sure ☐ Not likely

14. What would make you trust and choose this school for your child? *(Open)*

_____

_____

15. Is there anything you'd want the people designing this school to know? *(Open)*

_____

_____

Before You Go

16. Would you be willing to share more in a short conversation (a listening session) or provide a brief letter of support?

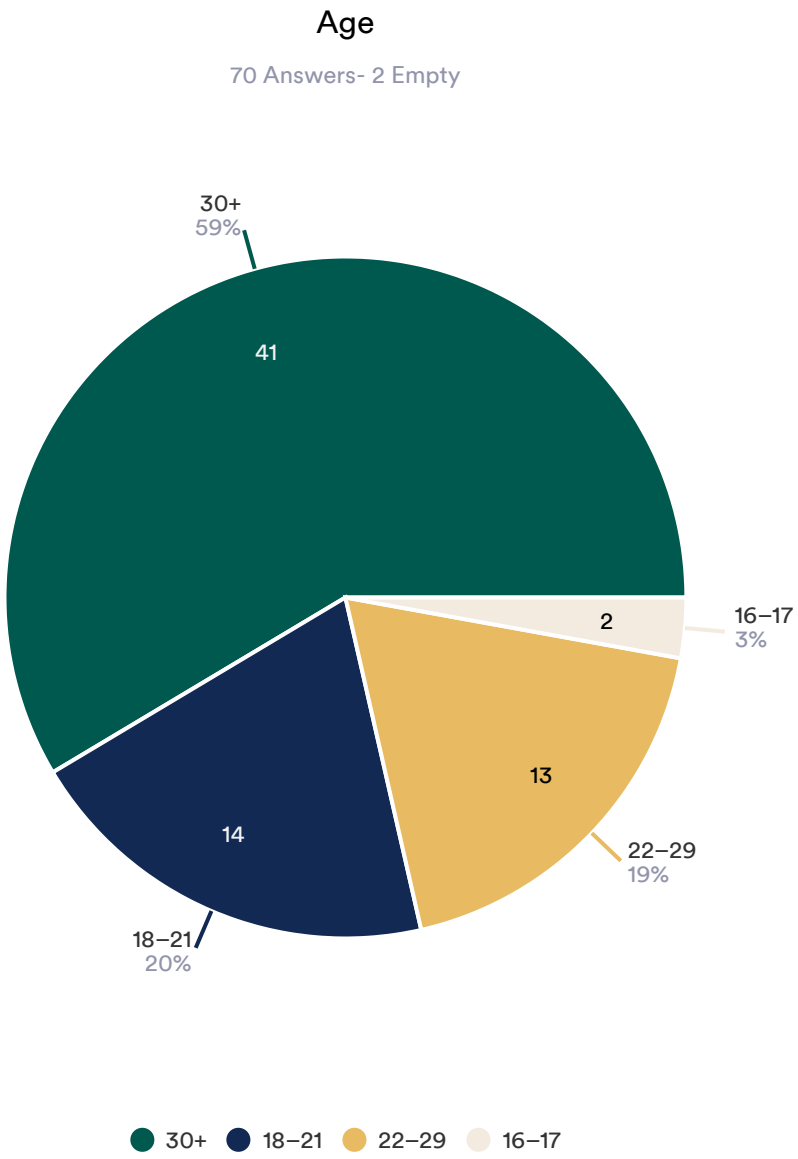
☐ Yes — you can contact me ☐ No thanks

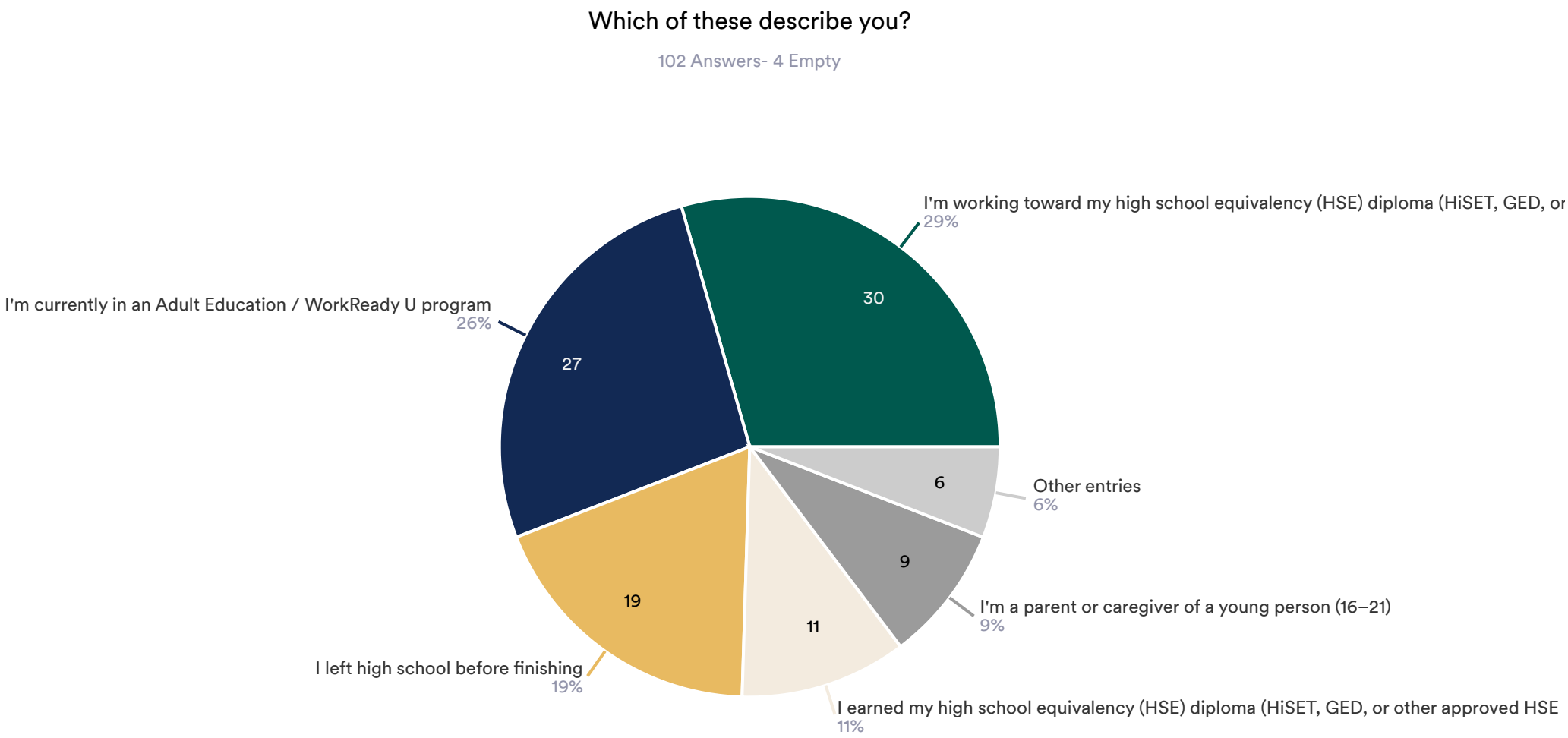
If yes, name & best contact: _____

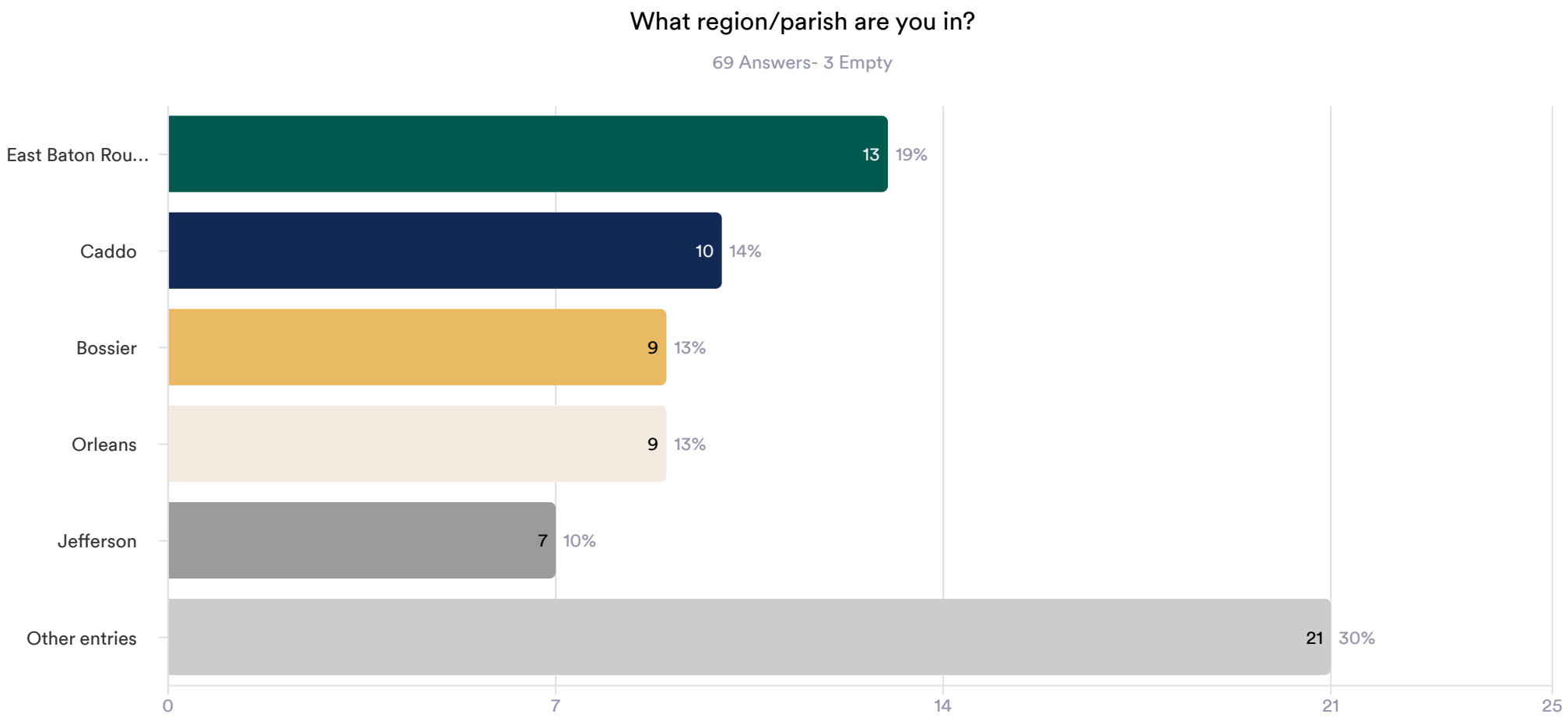
Thank you. Your experience is shaping this school.

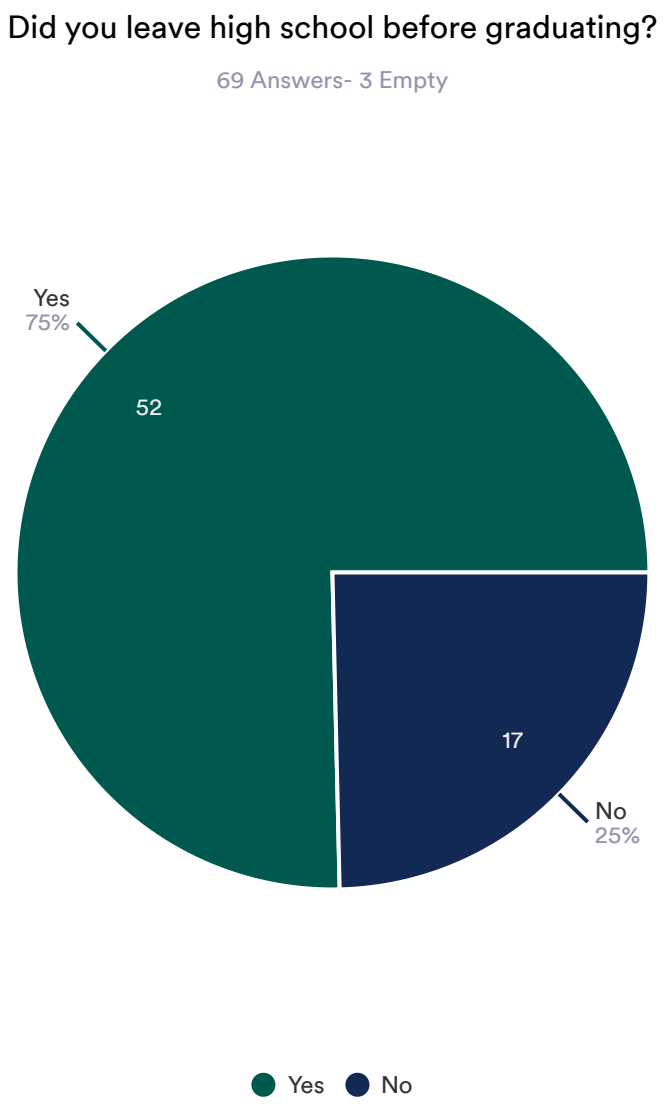
Louisiana Community and Technical Colleges Charter School Student & Family Survey

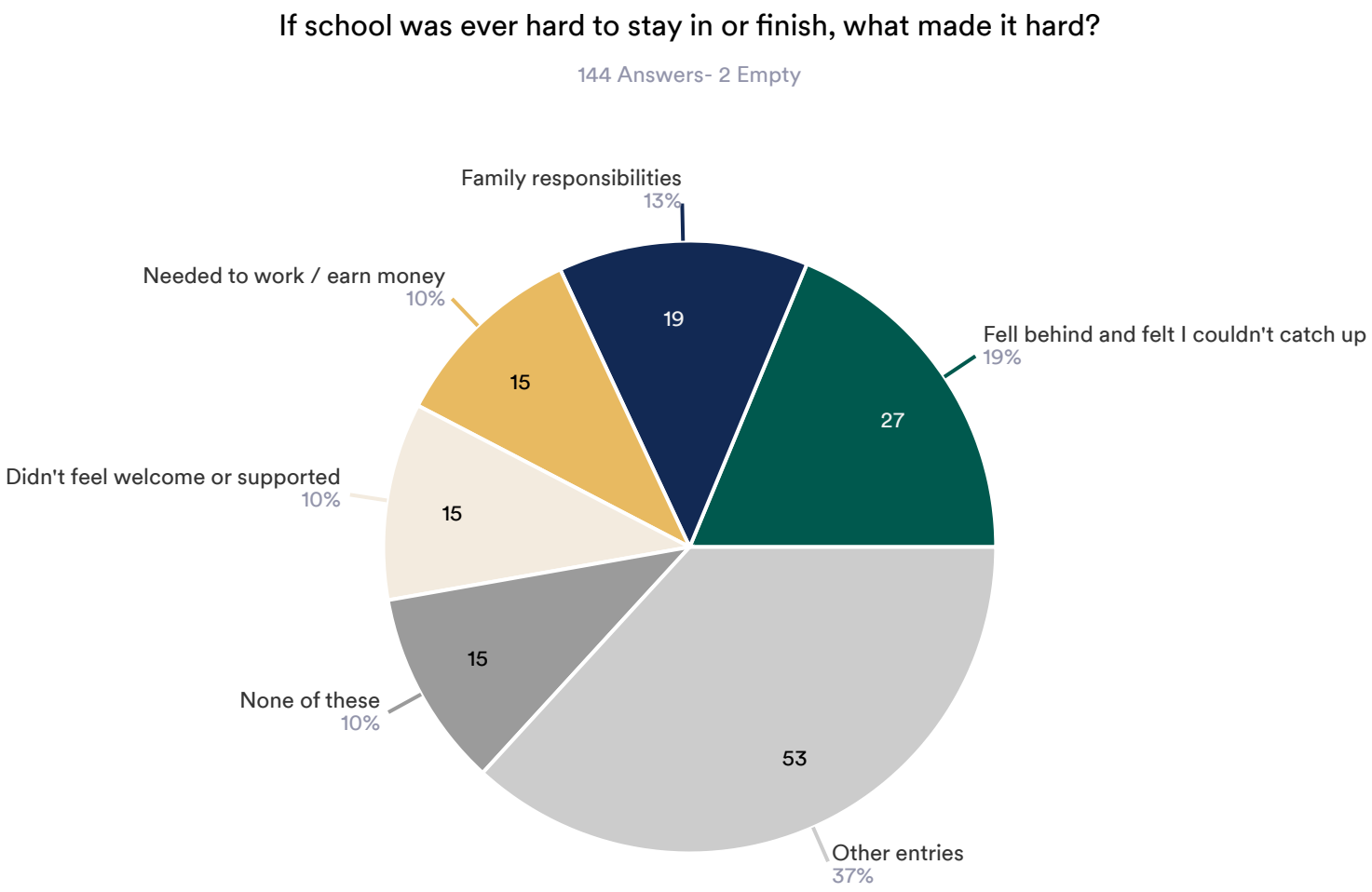
Louisiana Community and Technical College Charter School (LCTCC) | **Appendix 1**

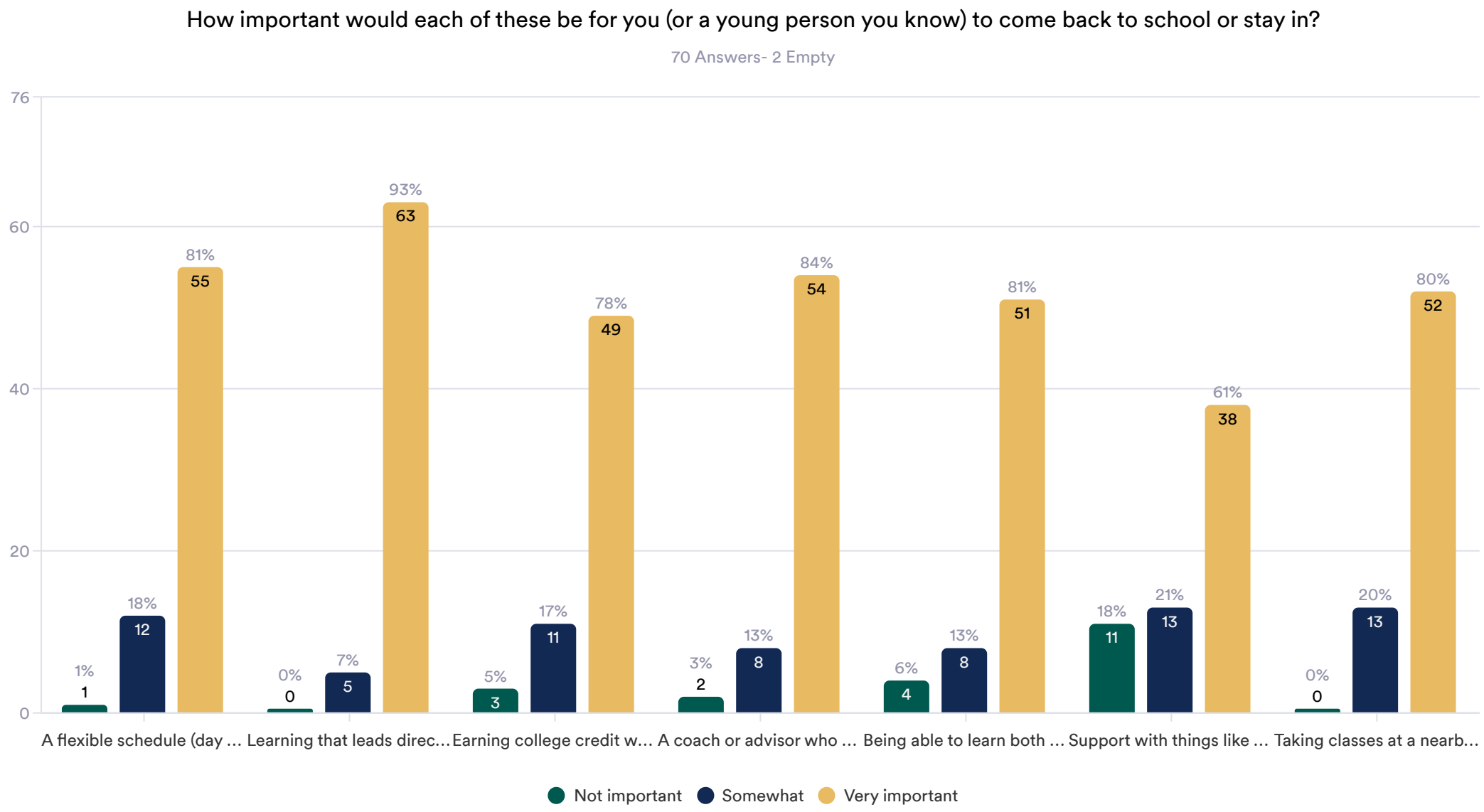

Age
70 Answers- 2 Empty
30+
59%
41
16–17
3%
2
13
22–29
19%
14
18–21
20%
30+
18–21
22–29
16–17


Which of these describe you?
102 Answers- 4 Empty
I'm working toward my high school equivalency (HSE) diploma (HiSET, GED, or
29%
30
I'm currently in an Adult Education / WorkReady U program
26%
27
6
Other entries
6%
9
I'm a parent or caregiver of a young person (16–21)
9%
19
11
I left high school before finishing
19%
I earned my high school equivalency (HSE) diploma (HiSET, GED, or other approved HSE
11%


What region/parish are you in?
69 Answers- 3 Empty
East Baton Rou...
13
19%
Caddo
10
14%
Bossier
9
13%
Orleans
9
13%
Jefferson
7
10%
Other entries
21
30%
0
7
14
21
25

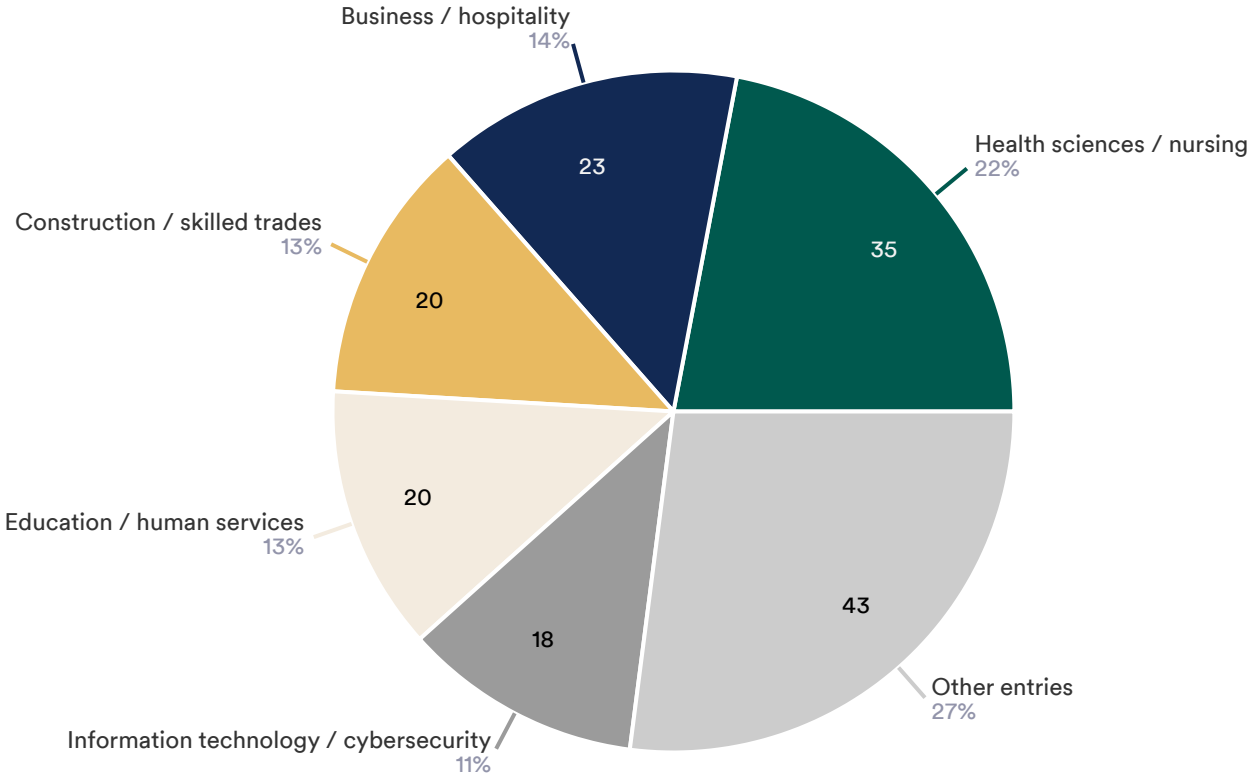

Did you leave high school before graduating?
69 Answers- 3 Empty
Yes
75%
52
17
No
25%
Yes
No


If school was ever hard to stay in or finish, what made it hard?
144 Answers- 2 Empty
Family responsibilities
13%
19
Fell behind and felt I couldn't catch up
19%
27
Needed to work / earn money
10%
15
Didn't feel welcome or supported
10%
15
None of these
10%
15
Other entries
37%
53


How important would each of these be for you (or a young person you know) to come back to school or stay in?
70 Answers- 2 Empty
76
60
40
20
0
1%
1
18%
12
81%
55
0%
0
7%
5
93%
63
5%
3
17%
11
78%
49
3%
2
13%
8
84%
54
6%
4
13%
8
81%
51
18%
11
21%
13
61%
38
0%
0
20%
13
80%
52
A flexible schedule (day ...
Learning that leads direc...
Earning college credit w...
A coach or advisor who ...
Being able to learn both ...
Support with things like ...
Taking classes at a nearb...
Not important
Somewhat
Very important

Which career areas interest you (or the young person you're thinking of)?

159 Answers- 6 Empty



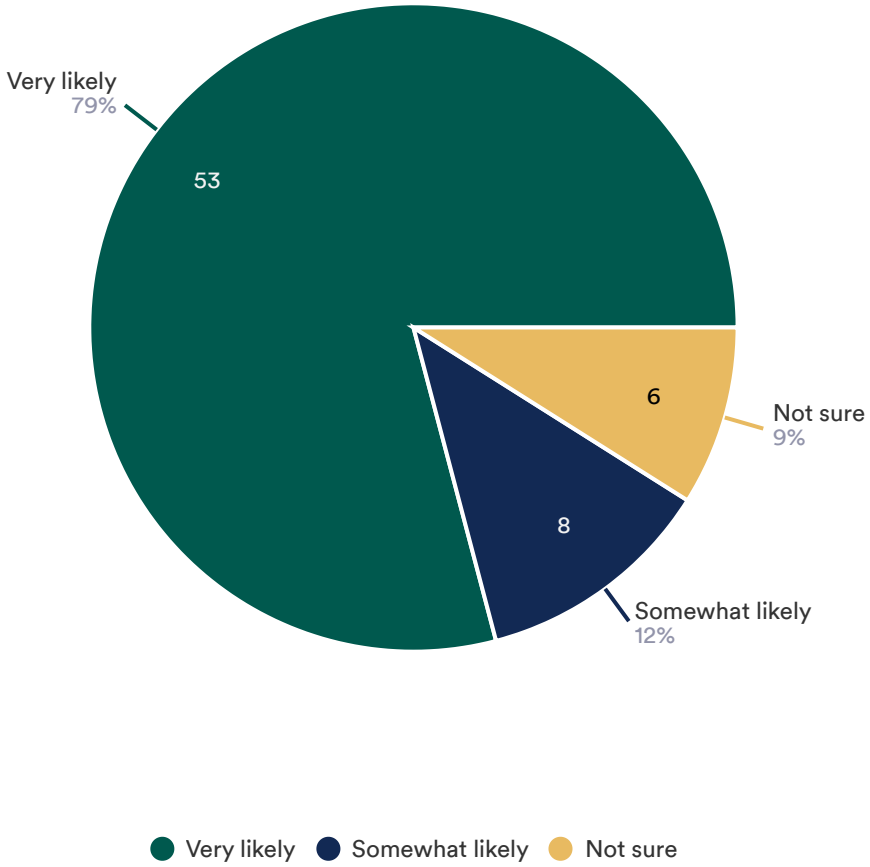
Other career area — please specify

16 Answers- 56 Empty



How likely would you (or a young person you know) be to enroll in a school like this?

67 Answers- 5 Empty



What do you like most about this idea?

38 Answers- 34 Empty

Data	Answers
It will be good for them and they will get the help they need	1
Not everyone is accessible to education, whether it be money, transportation, time, and even an education class. I like it the idea because it gives people a better chance to achieve their HiSet. Expecting people to pass a test on material they don't know is hard, therefore it turns people away from trying to accomplish that. It's intimidating to know how a small test can affect your future, especially if it's not easy for you to pass it. If it wasn't for the classes BPCC offered I would have never passed. They prepare you on everything you need to know along with great confidence to finish strong. These classes prepare students to get access to education they need to accomplish one goal in life to achieve another. It also leads to great relationships with other students that are in the same class and access to amazing teachers that you may not have had in school. It took me 6 months just to work up scheduling my HiSet because I was scared I wasn't to going to pass. I then learned about the HiSet preparation class and I was set for success!	1
It gives young people more options and opportunities.	1
It's very good idea and very important thing for evry adults	1
What I like most about this initiative is that it gives teens and young adults that have dropped out or aged out of school a better chance to progress and move forward in life.	1
For many people, this school is vital. It gives them a chance to learn, have an education, a job, and a future.Thank you for your work!	1

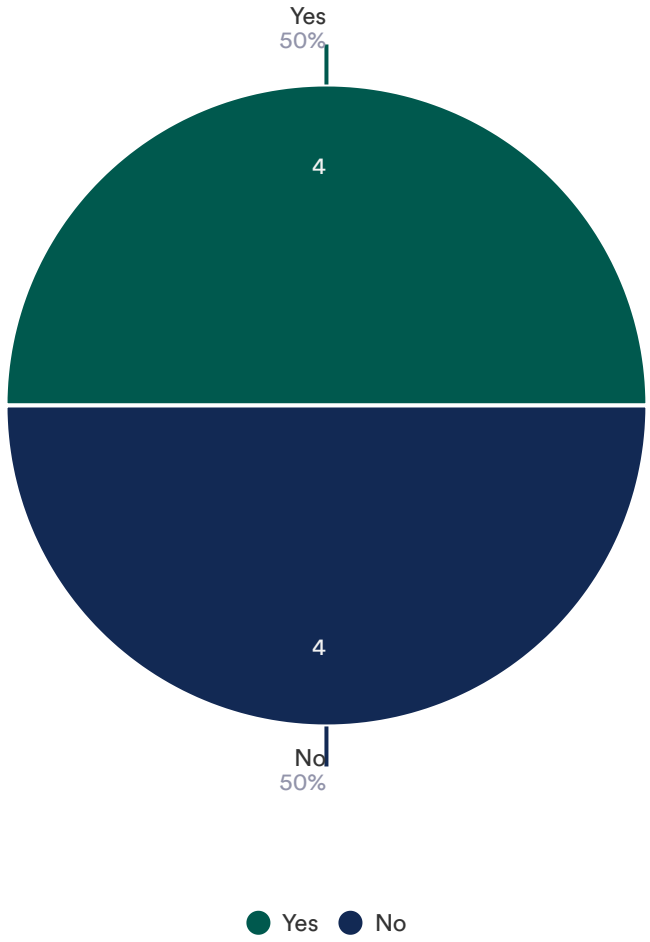
What questions or concerns do you have?

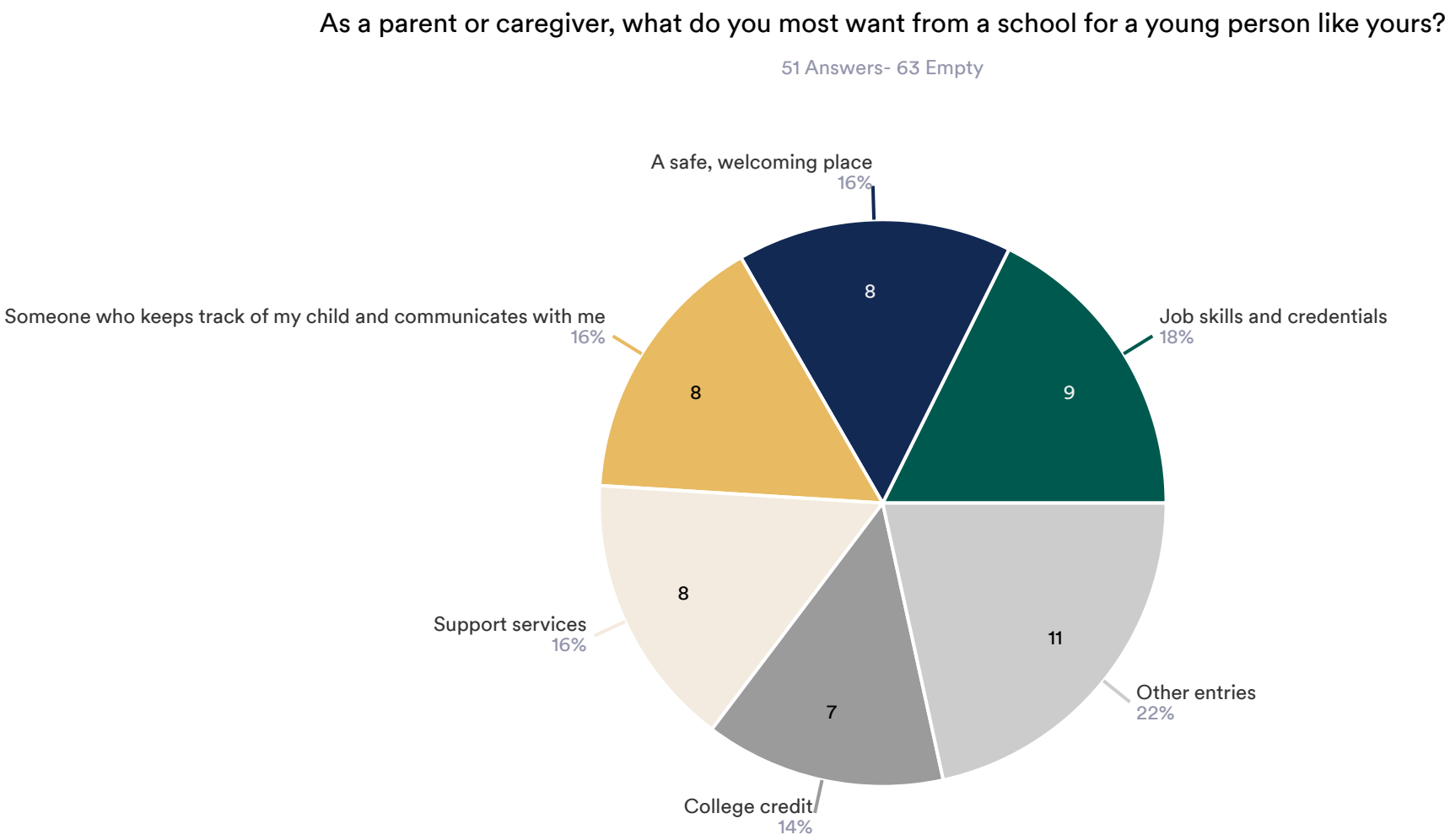
29 Answers- 43 Empty

Data	Answers
None	6
I don't have any questions	1
The only concern I have is that a lot of young people need mental health support to parallel with the educational timeline throughout the process.	1
Thank you for your work!	1
none	1
My concerns about this are a very good way to get young teens attention on going back to school and be that person who you always wanna to be in life and help out others who are willing to make a difference in life as well.	1
Van a tener abierto el curso dw ESL y el de preparation para ciudadania ?	1
FAFSA Financial	1

Do you have a child or young person (16–21) who left school or is struggling to stay?

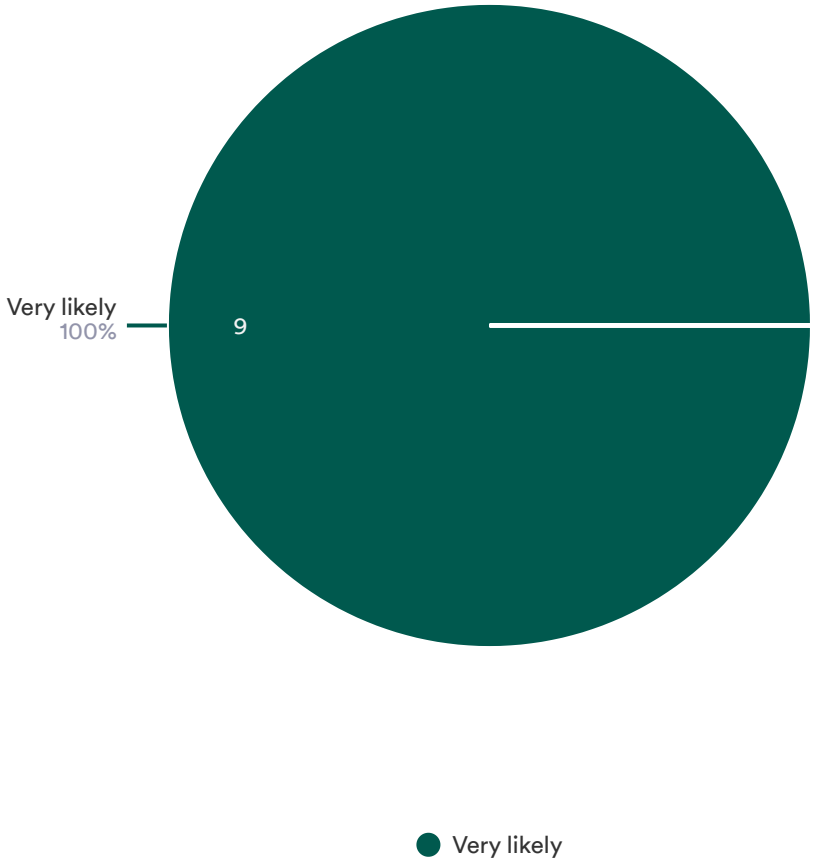
8 Answers- 64 Empty




As a parent or caregiver, what do you most want from a school for a young person like yours?
51 Answers- 63 Empty
A safe, welcoming place
16%
8
Job skills and credentials
18%
9
Someone who keeps track of my child and communicates with me
16%
8
8
Support services
16%
11
Other entries
22%
7
College credit
14%

How likely would you be to support or encourage a young person to enroll in Louisiana Community and Technical Colleges Charter?

9 Answers- 63 Empty



What would make you trust and choose this school for your child?

3 Answers- 69 Empty

Data	Answers
My 17 year old is enrolled at BPCC working towards her Hiset. It has been an incredible program full of supportive people!	1
Knowing that the minors and adults will be separated.	1
It would give the students something that they do not get in school on a regular basis. The majority of teachers in the system in both parishes are not worried about molding a young mind, for most it is a stepping stone to easy days and holidays and summers off.	1

Is there anything you'd want the people designing this school to know?

1 Answer- 71 Empty

Data	Answers
This a good thing . I think adding something that'll help with child care would be great . And more engagable things so it'll drive people to come and not steer them away .	1

RICK BATEMAN, JR., Ph.D.
Chancellor
Bossier Parish Community College

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

The school's proposed Type 2 Charter designation is particularly appropriate because its mission is centered on dropout prevention and recovery, credential attainment, and re-engagement of students whose educational needs require a different approach. The Type 2 Charter accountability framework more accurately measures the outcomes this school is

6220 East Texas St. · Bossier City, LA 71111 · (318) 678-6000 · www.bpcc.edu

designed to achieve, including student progress, credit accumulation, credential attainment, and workforce readiness.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Rick Bateman (Jul 1, 2026 05:52:44 CDT)

Dr. Rick Bateman, Jr.
Chancellor
Bossier Parish Community College



To Whom It May Concern:

It is my privilege, as Chancellor of Central Louisiana Technical Community College (CLTCC), to offer my enthusiastic support for the Louisiana Community and Technical College Charter School and its pursuit of a Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

At CLTCC, we believe every student deserves an opportunity to succeed, regardless of the path that brought them to us. Every day, we serve students who have faced significant obstacles—students who have fallen behind academically, disengaged from traditional educational settings, or simply need a different approach to achieve their goals. We have witnessed firsthand that when students are provided with flexible pathways, individualized support, and meaningful connections to workforce opportunities, they thrive.

The proposed Louisiana Community and Technical College Charter School represents an innovative statewide solution that builds upon the proven strengths of Louisiana's community and technical colleges. It creates an educational model that integrates high school completion with workforce training, dual enrollment, industry-recognized credentials, and direct connections to high-demand careers—all within an environment designed to support student success.

This model aligns perfectly with Louisiana's workforce needs and educational priorities by:

- Re-engaging students who are over-age, under-credited, or at risk of leaving school without a diploma.
- Accelerating credit recovery while allowing students to continue progressing toward graduation.
- Expanding access to dual enrollment opportunities so students can earn college credit while completing their high school diploma.
- Increasing attainment of industry-based credentials that lead directly to employment in Louisiana's most critical workforce sectors, including healthcare, advanced manufacturing, construction, transportation, information technology, industrial maintenance, and skilled trades.
- Providing comprehensive student support services that address barriers to success through advising, career coaching, mental health resources, transportation assistance, food security initiatives, childcare support, and other wraparound services.
- Strengthening partnerships among education, business, industry, and local communities to ensure graduates are prepared for both continued education and meaningful careers.

As Louisiana continues to address workforce shortages across virtually every industry, we must also rethink how we serve students whose needs extend beyond the traditional K-12 model. The Louisiana Community and Technical College System is uniquely positioned to provide these students with both a high school diploma and a direct pathway to economic mobility.

CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE

At Central Louisiana Technical Community College, our mission is to meet students where they are and help them become who they aspire to be. The Louisiana Community and Technical College Charter School embodies that same philosophy by providing students with another opportunity—not simply to graduate, but to build meaningful careers and stronger futures.

I strongly encourage your support of this transformative initiative. The Louisiana Community and Technical College Charter School has the potential to become a national model for educational innovation, workforce development, and student success while creating life-changing opportunities for thousands of students across our state.

Thank you for your thoughtful consideration and your commitment to expanding educational opportunities for Louisiana's students.

Sincerely,

Heather Poole

Dr. Heather S. Poole

Delgado COMMUNITY COLLEGE

Step Closer to Unstoppable.

OFFICE OF THE CHANCELLOR
615 City Park Campus
New Orleans, LA 70119
Office: 504.762.3000
WWW.DCC.EDU

July 1, 2026

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.

- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Dr. Larissa Littleton-Steib
Chancellor Delgado Community College

Fletcher
TECHNICAL COMMUNITY
COLLEGE™

1407 Highway 311 | Schriever, LA 70395
Phone: 985.448.7900 | Fax: 985.446.3308 | www.fletcher.edu

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

Fletcher
TECHNICAL COMMUNITY

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,

Kristine Strickland
Chancellor

Member of the Louisiana Community & Technical College System
AN EQUAL OPPORTUNITY EMPLOYER

LOUISIANA DELTA
COMMUNITY COLLEGE

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

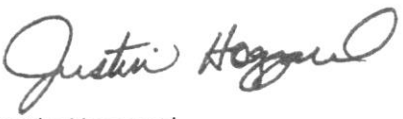
The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Dr. Justin Hoggard
Chancellor, Louisiana Delta Community College

NORTHSHORE TECHNICAL COMMUNITY COLLEGE

JIM CARLSON, Ed.D.
CHANCELLOR

WWW.NORTHSHORECOLLEGE.EDU
FLORIDA PARISHES CAMPUS
HAMMOND AREA CAMPUS
LIVINGSTON CAMPUS
SULLIVAN CAMPUS
LACOMBE MAIN CAMPUS

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

65556 CENTERPOINT BOULEVARD ◆ LACOMBE, LA 70445 ◆ (985) 545-1500 ◆ FAX (985) 545-1283
MEMBER OF THE LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM ◆ ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS COMMISSION ON COLLEGES ◆ AN EQUAL OPPORTUNITY EMPLOYER

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Jim Carlson
Chancellor

65556 CENTERPOINT BOULEVARD ◆ LACOMBE, LA 70445 ◆ (985) 545-1500 ◆ FAX (985) 545-1283
MEMBER OF THE LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM ◆ ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS COMMISSION ON COLLEGES ◆ AN EQUAL OPPORTUNITY EMPLOYER

NORTHWEST
LOUISIANA TECHNICAL COMMUNITY COLLEGE

July 6, 2026

Louisiana Board of Elementary and Secondary Education
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

NORTHWEST
LOUISIANA TECHNICAL COMMUNITY COLLEGE

The Type 2 charter structure is well suited to LCTCC's vision. Authorization by BESE will support a public charter school model that can serve students across local school system boundaries, build upon the statewide reach of the Louisiana Community and Technical College System, and respond to the distinct workforce needs of Louisiana's communities and regions.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,

Jayda Spillers

Dr. Jayda Spillers
Chancellor

#InspiredEquippedReadytoWork
Mansfield Campus | Minden Campus | Shreveport Campus

NUNEZ
COMMUNITY COLLEGE
3710 PARIS ROAD • CHALMETTE, LA 70043 • (504) 278-6468 • FAX (504) 278-6480
CHANCELLOR'S OFFICE

July 6, 2026

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

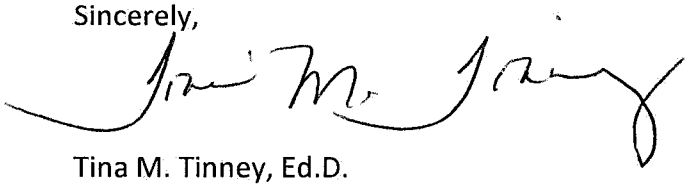
The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Tina M. Tinney, Ed.D.
Chancellor
Nunez Community College

RIVER PARISHES COMMUNITY COLLEGE
925 W. Edenborne Parkway ● Gonzales ● Louisiana ● 70737
(225) 743-8500 ● http://www.rpcc.edu

July 7, 2026

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Quintin D. Taylor
Chancellor

South Louisiana Community College

Lafayette Campus
Office of the Chancellor
1101 Bertrand Drive,
Lafayette, LA 70506

July 1, 2026

Re: Letter of Support for the LCTC Charter School

To Whom it May Concern:

On behalf of South Louisiana Community College (SoLAcc), I am pleased to extend our strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter Authorization through the Louisiana Board of Elementary and Secondary Education (BESE).

At SoLAcc, we are committed to ensuring that every student has access to a meaningful pathway to success. While traditional educational environments serve many students well, others benefit from more flexible, responsive approaches that acknowledge their individual circumstances, remove barriers, and reconnect them to education and career opportunities. The Louisiana Community and Technical College Charter School reflects an innovative and timely approach to addressing these needs.

This proposed charter school introduces a forward-thinking model that integrates high school completion with workforce training, dual enrollment, and the attainment of industry-recognized credentials within the Louisiana Community and Technical Colleges. By utilizing existing college campuses, leveraging technical expertise, strengthening employer partnerships, and providing comprehensive student support services, this model creates a seamless transition from secondary education to postsecondary achievement and sustainable careers.

The mission of the Louisiana Community and Technical College Charter School aligns closely with Louisiana's educational and workforce priorities by:

- Expanding opportunities for students who are at risk of dropping out or who have disengaged from traditional educational settings to earn a high school diploma.

- Accelerating credit recovery and accumulation for students who are over-age and under-credited.
- Increasing access to dual enrollment and early college experiences that allow students to earn college credit while completing high school.
- Promoting the attainment of industry-recognized credentials in high-demand fields such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, preparing students for both immediate employment and long-term career advancement.
- Delivering comprehensive wraparound support services—including case management, transportation assistance, mental health resources, childcare support, food security resources, and career coaching—to help students overcome barriers to success.
- Establishing a scalable statewide model that expands educational access while addressing the evolving workforce needs of Louisiana's employers and communities.

Louisiana's future depends on our ability to meet students where they are, provide flexible and relevant pathways to achievement, and develop a highly skilled workforce that strengthens our economy and communities. The Louisiana Community and Technical College Charter School represents a meaningful investment in that future.

I respectfully encourage your favorable consideration and support of the Louisiana Community and Technical College Charter School and its Type 2 Charter Authorization application. This innovative model has the potential to transform lives, strengthen communities, and expand opportunities for students across our state.

Sincerely,

Vincent G. June, Ph.D.
Chancellor

SOWELA TECHNICAL COMMUNITY COLLEGE

July 6, 2026

To Whom it May Concern:

I am writing to express my strong support for the Louisiana Community and Technical College Charter School (LCTC Charter School) and its pursuit of a Type 2 Charter designation through the Louisiana Board of Elementary and Secondary Education (BESE).

Louisiana faces a significant challenge in serving students who have become disengaged from traditional educational pathways, including students who are over-age, under-credited, at risk of dropping out, or seeking a more flexible route to graduation and workforce success. The LCTC Charter School represents an innovative and much-needed solution to address this gap.

The proposed school offers a unique model that combines high school completion, workforce training, dual enrollment opportunities, and industry-recognized credential attainment within Louisiana Community and Technical Colleges. By leveraging existing college campuses, technical faculty, employer partnerships, and student support services, this model creates a direct bridge between secondary education and meaningful careers.

The goals of the LCTC Charter School align closely with Louisiana's workforce and educational priorities, including:

- Increasing high school diploma completion rates for students who are at risk of dropping out or who have already disengaged from traditional schools.
- Accelerating credit recovery and credit accumulation for students who are over-age and under-credited.
- Expanding access to dual enrollment and early college opportunities that allow students to earn college credits while completing their high school diploma.
- Increasing attainment of industry-based credentials in high-demand sectors such as healthcare, construction, advanced manufacturing, industrial trades, information technology, and cybersecurity, thus preparing students for immediate employment.
- Providing comprehensive wraparound services, including case management, transportation assistance, mental health support, childcare support, food security resources, and career coaching to remove barriers to educational success.
- Creating a statewide model that expands educational choice while addressing the needs of students who may not thrive in traditional school environments.

SOWELA TECHNICAL COMMUNITY COLLEGE

I respectfully urge your support for the Louisiana Community and Technical College Charter School and its efforts to establish a first-of-its-kind statewide educational model that will provide thousands of Louisiana students with new opportunities to graduate, earn credentials, and enter high-demand careers.

Sincerely,



Neil Aspinwall, Ed.D.

Chancellor

MAIN CAMPUS • 3820 Sen. J. Bennett Johnston Ave., Lake Charles, LA 70615 • (800) 256-0483
JENNINGS SITE • P.O. Box 1327, Jennings, LA 70546 • (337) 824-4811
LEESVILLE SITE • 15014 Lake Charles Highway, Leesville, LA 71446 • (337) 537-3135
OAKDALE SITE • 117 Hwy. 1152, Oakdale, LA 71463 • (318) 335-3944

APPENDIX 2 - APX.2

Draft School Master Plan for Improving Behavior and Discipline

The School Master Plan for Improving Behavior and Discipline required by La. R.S. 17:252 (EPC.15), applied to a common standard across the in-person learning pods and the online environment.

The enclosed plan sets out the school's relational, restorative, and trauma-informed philosophy and its Discipline Leadership Team; positive behavior support through a Multi-Tiered System of Supports built on PBIS, with schoolwide expectations, direct instruction, and incentives; the Code of Student Conduct, the two BESE-approved discipline forms, and suspension, expulsion, and due-process procedures under R.S. 17:416 and Bulletin 741, with no zero-tolerance policy and alternative interventions favored over removal; safe school planning, including the Crisis and Emergency Operations Plan, threat assessment, and internet-safety provisions; parental and community involvement; inter-agency cooperation; the Families in Need of Services (FINS) process; student records and behavioral data systems maintained in Maxient and Banner; disciplinary protections for students with exceptionalities under IDEA, Section 504, and Bulletin 1706; monitoring of subgroup disproportionality with annual reporting; and a statement of compliance.

DRAFT School Master Plan for Improving Behavior and Discipline: LCTCC

1. Purpose and guiding philosophy

Louisiana Community and Technical College Charter School (LCTCC) is an alternative education school that re-engages over-age and under-credited students, ages 16 to 21, many of whom left a traditional high school after cycles of conflict, exclusion, or punitive discipline. An exclusion-heavy disciplinary system would recreate the very conditions that pushed these students out. The school's disciplinary philosophy is therefore relational, restorative, trauma-informed, and developmentally appropriate for emerging adults, with one overriding goal: keep students present, engaged, and on track to a diploma and a credential. Removal from school is a last resort reserved for serious safety threats and for conduct for which Louisiana law requires it.

Because LCTCC delivers instruction through a true hybrid model, combining in-person instruction at LCTCS campus learning pods with online coursework, this plan governs student conduct in both the in-person pod setting and the online environment, and it is applied to a common standard at every pod as the school scales from its Baton Rouge Community College pilot to additional campus sites. Online conduct, including the school's internet-safety, acceptable-use, and electronic-communication expectations, will be addressed in the Code of Student Conduct alongside in-person conduct.

2. School-based leadership team

LCTCC establishes a school-based Discipline Leadership Team that owns this Master Plan, monitors its implementation, and completes each of the policy and procedure reviews described in this document before the first day of instruction and annually thereafter. The team is chaired by the Executive Director, who serves as the School Leader as defined in this application, and includes the district and pod leaders closest to student behavior, along with teacher, counselor, and parent or community voices.

Member's name	Member's title	Phone	E-mail
Dr. Michelle Clayton	Executive Director	TBD	TBD
TBD upon hire	Director of Academics, SPED & Federal Programs	TBD	TBD
TBD upon hire	Director of Student Success (Lead Navigator)	TBD	TBD
TBD upon hire	Pod Principal, Baton Rouge Community College Pod	TBD	TBD
TBD	Parent / community representative	TBD	TBD

3. Positive behavior support: expectations, instruction, and incentives

Day-to-day behavior is supported through a Multi-Tiered System of Supports (MTSS) built on Positive Behavioral Interventions and Supports (PBIS): clear school-wide expectations (Tier 1); advisory and success-navigator relationships that give every student a known, trusted adult; restorative practices that repair harm, including community circles, restorative conferences, and peer mediation; and trauma-informed classroom management. Students with greater needs receive Tier 2 supports, such as check-in and check-out and behavior contracts, and Tier 3 supports, including functional behavioral assessments and behavior intervention plans.

LCTCC will define behavioral expectations in a small set of five or fewer positively stated school-wide rules, published in a Student and Family Handbook and applied identically at every pod and in the online environment. Teaching those expectations requires the instructional staff the school will hire, so LCTCC commits to a defined annual cycle: during the summer pre-service institute, the Director of Academics, SPED & Federal Programs leads teachers in developing lesson plans that teach the expectations in each school setting, including the pod classroom, campus common spaces, and the online classroom; direct instruction of the expectations is delivered at student onboarding and orientation at the beginning of each school year; and reinforcement continues throughout the year in advisory on a published schedule.

LCTCC's approach to consequences will include a school-wide reward and incentive program that recognizes positive behavior by both students and staff, and the program operates under a written delivery protocol that defines who awards recognition, on what criteria, and at what cadence, so that it is delivered consistently across pods and in the online setting. Consequences for rule violations will be defined in a Code of Student Conduct; clear, reasonable, consistently enforced, and designed to support maximum time in instruction, with a consequence menu that favors in-school, restorative responses over removal.

Integrated mental-health support anchors the tiered model. Lead Navigators will maintain plans to identify the mental-health needs of the school's students and to match those needs with available local resources, and refreshes that plan annually as community capacity changes.

4. Code of Student Conduct, BESE-approved forms, and due process

The charter board will adopt a Code of Student Conduct before opening, developed with external counsel and reviewed for compliance with R.S. 17:416 (suspension and expulsion), R.S. 17:416.12 (student code of conduct), R.S. 17:416.13 (bullying, cyberbullying, and harassment), R.S. 17:416.15 and R.S. 17:416(H) (the protection for a student reasonably acting in self-defense), and applicable federal law, including the successor provisions to Section 4114 of the No Child Left Behind Act under ESSA. The Discipline Leadership Team will repeat this review annually.

LCTCC does not maintain a blanket Zero Tolerance Policy. Mandatory disciplinary responses are limited to the offenses for which state law requires them, and the Code expressly honors the self-defense protection of R.S. 17:416(H). The worksheet's zero-tolerance items are therefore satisfied by design: there is no zero-tolerance policy to revise, and the compliance review those items contemplate will be performed on the Code of Student Conduct itself.

LCTCC will use the two BESE-approved discipline forms consistently and uniformly school-wide. The forms will be embedded in the Maxient workflow so that every referral, whether it originates at a pod or in the online environment, is documented on the approved forms, and all staff are trained on their use at the pre-service institute. LCTCC does not require an addendum to the two forms because Maxient captures the school's supplemental data fields directly; if LCTCC later adopts an addendum to assist with data collection, it will be attached to this plan.

Policies and procedures for handling suspensions and expulsions comply with R.S. 17:416 and Bulletin 741, including notice, hearing, and appeal steps. Consistent and fair execution and the use of alternative interventions are the priority: the Pod Principal will administer discipline at each site under uniform district-wide procedures, alternative interventions (restorative conferences, behavior contracts, in-school reflection and reset, check-in and check-out, counseling referral, community service and restitution, and schedule adjustments) are attempted and documented before exclusionary consequences except where law requires removal, and out-of-school removal remains a last resort.

Policies and procedures for referrals to Alternative Education Programs follow the criteria of Bulletin 741 and Bulletin 131, with coordinated re-engagement planning and records transfer for any placement. As needed, LCTCC will provide a supervised on-campus alternative setting so that a suspended student continues coursework under certified supervision with success-navigator check-ins, and coursework continuity is arranged for any expelled student under the applicable placement agreement.

5. Safe school planning

Before opening, LCTCC will adopt and thereafter maintain a Crisis and Emergency Operations Plan and a Safe and Drug-Free Schools and Communities plan, with drills, visitor management, threat-assessment procedures, and coordination with LCTCS and host campus security and local law enforcement at each pod site. Safe-school planning is coordinated with the host campus under the facility-use agreement and is consistent across pods as the network grows. The plan also addresses online safety, including content filtering and cyberbullying response under the school's internet-safety policy, consistent with the Children's Internet Protection Act and R.S. 17:3996(21). The Discipline Leadership Team reviews both

plans, and the prevention and intervention programs required under R.S. 17:404, before opening and annually thereafter. The Crisis Management Plan will be attached to this Master Plan when finalized.

6. Parental and community involvement

LCTCC strengthens parental and community involvement through the family-engagement structures, including the family-and-student orientation, the named success navigator as each family's point of contact, varied engagement opportunities by time, type, and response option, the Family and Student Advisory Council, and home-language access. Because much of the population consists of emerging adults, the school engages enrolled students directly as partners alongside the parents and guardians of dependent and under-18 students.

7. Inter-agency cooperation

LCTCC coordinates with the agencies that serve children and youth so that a student's needs are met through the right system rather than through exclusion. The Dir. of Student Success (Lead Navigator), or a designee, serves as the school's point of contact for inter-agency coordination and works to improve communication, coordination, and collaboration with juvenile justice and law-enforcement partners, community behavioral-health and social-service providers, the supervisor of child welfare and attendance, and local youth-serving agencies. LCTCC will cooperate fully with visiting teachers and the supervisor of child welfare and attendance. Written procedures will require cooperation of every staff member, and staff awareness will be built through the staff handbook and the pre-service institute, with the Pod Principal accountable for execution at each site. Information will be shared consistent with FERPA and applicable laws, and these relationships connect students and families to mental-health, housing, food, childcare, and benefits-navigation resources as part of the school's wraparound model.

8. Families in Need of Services (FINS)

For students who are under 18 and subject to compulsory attendance, LCTCC identifies students whose attendance or behavior may warrant a referral under the Families in Need of Services (FINS) process established in the Louisiana Children's Code. When a student's truancy or ungovernable behavior is not resolved through the school's tiered supports and family engagement, the Director of Student Success (Lead Navigator), working with the student's success navigator, the supervisor of child welfare and attendance, and the family, makes a FINS referral to the appropriate court or district attorney's FINS office and cooperates with the resulting proceedings. A FINS referral is used as a support and re-engagement mechanism, not as a punitive measure, and is pursued only after school-based interventions have been attempted and documented. Because a substantial share of LCTCC's population will likely be age 18 to 21 and no longer subject to compulsory attendance, FINS applies to the school's under-18 cohort; for older students, the school relies on its success-navigator outreach, early-warning system, and voluntary re-engagement supports rather than the FINS process.

9. Student records and behavioral data systems

LCTCC maintains student discipline records in the Maxient case-management system, integrated with the Banner student information system, with role-based access and secure retention consistent with FERPA. The school's procedures ensure that transfer-student records are provided no later than ten business days from the date of receipt of a written request, that the dates and reasons for any suspension or expulsion are included on transferred student records as required by state law, and that records are maintained uniformly across the school's hybrid and multi-pod operations.

Collection tools exist for every school-level data requirement on the LDOE worksheet. Each is captured in Maxient from the first day of operation, uniformly across in-person pod and online settings:

Requirement	Collection tool (exists: Yes)
Average referrals per day per month	Maxient (Banner integrated)

Referrals by problem behavior	Maxient
Referrals by location (including online)	Maxient
Referrals by time	Maxient
Referrals by student	Maxient
Referrals by staff	Maxient
Individual student report by month and by year	Maxient
Referrals by grade level	Maxient
Other: subgroup disproportionality	Maxient disaggregated reports
Other: restraint and seclusion incidents	Maxient / state reporting

10. Disciplinary protections for students with exceptionalities

LCTCC fully honors the disciplinary protections of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Louisiana Bulletin 1706. Removals will be tracked so the school recognizes when they total more than ten school days or otherwise constitute a change of placement. When a disciplinary change of placement is proposed, the IEP or 504 team conducts a manifestation determination review within ten school days. If the conduct is a manifestation of the student's disability, the school conducts or reviews a functional behavioral assessment, implements or revises a behavior intervention plan, and returns the student to placement, except in the special circumstances of weapons, illegal drugs, or serious bodily injury, for which a student may be placed in an interim alternative educational setting for up to 45 school days. During any removal beyond ten cumulative school days, LCTCC continues to provide a free appropriate public education and IEP services. These protections extend to students not yet identified but for whom the school had a basis of knowledge of a suspected disability.

11. Monitoring, disproportionality, and annual reporting

Disciplinary incidents, interventions, and outcomes will be logged in Maxient and disaggregated by race and ethnicity, disability status, EL status, gender, economic disadvantage, and age band, and captured uniformly across in-person pod and online settings. Discipline data will be reviewed monthly. If the data indicate disproportionality, including significant disproportionality in the discipline of students with disabilities under IDEA, LCTCC will conduct a root-cause analysis, audit how the Code of Student Conduct is applied, provide targeted professional development, strengthen Tier 1 practices, expand prevention and engagement programming, and report to the state as required. Findings feed the annual review and update of this plan.

12. Statement of compliance

LCTCC certifies that this School Master Plan for Improving Behavior and Discipline is adopted by the charter board and complies with La. R.S. 17:252 and with the discipline and due-process requirements of R.S. 17:416 et seq., R.S. 17:416.12, R.S. 17:416.13, R.S. 17:416.15, R.S. 17:404, Bulletin 741, and Bulletin 1706. The plan will be reviewed and updated at least annually. Student and parent or guardian statements of compliance with the Code of Student Conduct will be disseminated and collected at enrollment and at the beginning of each school year, and the Discipline Leadership Team reviews the statements and the collection process each year as part of the annual review cycle.

APPENDIX 3 - APX.3

Grievance Policy

The Grievance Policy referenced in EPC.16, establishing the procedure by which students, families, staff, and community members raise concerns and have them resolved.

The enclosed policy sets a three-step escalating process: one-on-one resolution between those directly involved; written escalation to the Pod Principal or Regional Director of Academics, SPED & Federal Programs, who convenes the affected parties within 48 hours and investigates a written complaint stating the incident, the policy or procedure violated, the resolution strategies already attempted, and the corrective action requested; and final appeal to the Board of Directors, which reviews the grievance, confirms the prior steps were followed, and renders a binding decision within seven days. The policy also sets exceptions routing criminal matters to the proper authorities and suspension and expulsion matters to the School Master Plan for Improving Behavior and Discipline (Appendix 2) and applicable state law.

DRAFT Grievance Policy: LCTCC

LCTC Charter School supports the voluntary and professional resolution of any conflicts that may arise between scholars, staff, parents, or other related parties to foster a positive and healthy environment for learning for all. The school's Board of Directors recognizes that, unfortunately, some issues require additional assistance to reach a satisfactory resolution for all concerned. Therefore, to support all parties involved, the Board hereby establishes the following Grievance Policy.

1. One-On-One Resolution. Each issue should first be addressed between those directly involved. Should a student, parent, or staff member fail to begin the process at the lowest level, and instead attempt to go directly to the Head of School, to the Board, or to an individual Board Member, that person at the higher level shall direct the complainant back to the affected person at the appropriate level in the process. Students may ask for the assistance of a teacher in mediating their discussion.

2. Pod Principal/Regional Director Resolution. If an appropriate resolution is not reached through direct conversation between the conflicting parties, it may be brought to the attention of the Pod Principal, in writing, for further discussion. The Pod Principal will bring all affected parties together within 48 hours (when possible) and will facilitate communication and develop a plan for conflict resolution. Parents and staff members should expect that all legal rules regarding students and employee privacy and safety will be respected and followed, for the protection of their children and others. Should the issue concern the Pod Principal, this step may be skipped, and student, parent or staff member may directly contact their Region's Director of Academics, SPED & Federal Programs ("Regional Director"). In this scenario, all concerns regarding the Pod Principal shall be communicated to the Regional Director in writing so the complaint may be investigated thoroughly. The written concern should include:
a. Description of the incident, decision, or practice that gave rise to the concern.
b. Cite the contract, policy, or procedure that has been violated and/or rationale for concern.
c. Describe what conflict resolution strategies were attempted in prior steps; and
d. Explain what corrective action is being requested.

3. Board of Directors. If no resolution is reached at the pod principal/regional director level, parties may put their concerns in writing (following the steps outlined above) and contact the Board at the school's address. The Board will investigate the issue with all parties involved using the information provided and will facilitate a resolution within 7 days (where possible). The written complaint shall contain the information above and additional information from the resolution session with the Pod Principal/Regional Director. The Board Chair, or designee, shall review the grievance, and shall ensure that all steps have been followed before adding the complaint to the Board agenda. While any member of the public is always welcome to speak in an open meeting, no formal complaint shall be addressed by the Board without it first having followed these proper procedures. Issues of employee or student privacy may be addressed in an Executive Session, as is legally proper. The board, in regular or executive session, shall review any conflict(s) brought before it as requested and as permitted by law. The board shall do one or all the following:
a. Remand the conflict back to Pod Principal/Regional Director, with a directive to find a reasonable and quick resolution.
b. Remand the conflict back to the two parties; Pod Principal/Regional Director to mediate the conflict.
c. Mediate the conflict and render a decision to resolve the conflict.
d. All decisions of the Board of Directors shall be final.

4. Exceptions
a. Criminal situations will be referred to the proper authorities.
b. Issues of suspension and expulsion will be handled according to the Master Plan for Discipline and relevant state law.

APPENDIX 4 - APX.4

School Leader Resume and Job Descriptions

- *Resume of Dr. Michelle Clayton, founding Executive Director and School Leader*
- *Job descriptions for the five key leadership positions*

Executive Director / School Leader: Dr. Michelle Clayton, Ph.D. (resume enclosed)
More than 25 years of educational leadership spanning K-12 systems, charter schools, higher education, and state-level policy. Ph.D. in Science and Mathematics Education. Superintendent of University View Academy, the largest online charter school in Louisiana; Deputy Superintendent, East Baton Rouge Parish School System; Executive Director of Academics, Zachary Community School District during its rise to the state's #1 ranking; LDOE accountability lead who developed Louisiana's first School Performance Score (SPS) calculator. Louisiana School Superintendent certification; Quality Matters certified in online course design; former Chair of Educational Leadership, Southern University. Dr. Clayton has already led the closest analogue to LCTCC: a statewide Type 2 charter under BESE accountability that led the state in the percentage of high school students earning associate degrees, the very outcome LCTCC's dual enrollment model is built to produce. This equips her to lead a first-of-its-kind school embedded in college campuses and judged by the state's standard measuring stick.

Key Leadership Role	Expertise Sought
Regional Dir. of Academics, SPED & Federal Programs	Master's degree plus 5 years' K-12 academic or SPED leadership, incl. IDEA/504 compliance, federal grants management, competency-based instruction; Quality Matters (QM) or comparable certification preferred.
Regional Dir, of Operations	Bachelor's degree plus 3-5 years' school operations or public/nonprofit financial management; budget, vendor, contractor management; MFP knowledge preferred.
Regional Dir. of Testing, Accountability & Enrollment	Bachelor's degree plus 3-5 years' assessment, accountability, enrollment, or school data; test security; SPS and count certification preferred.
Regional Dir. of Student Success (Lead Navigator)	Bachelor's degree plus 5 years' student support or case management with team supervision; dropout prevention, Check & Connect, MTSS experience.
Pod Principal	Master's in educational leadership (or equivalent) plus 5 years' teaching, counseling, or leadership experience; PBIS and restorative practices preferred.



Dr. Michelle Clayton

[redacted]

EXECUTIVE LEADERSHIP PROFILE

Strategic and results-driven educational leader with over 25 years of experience spanning K-12 systems, charter schools, higher education, and state-level policy implementation. Proven track record of leading innovative, type 2 charter schools, high-performing traditional school systems, as well as large, urban school systems. Adept at navigating complex governance and accountability environments. Recognized for contributing to the development of Louisiana's #1 ranked school district, and led the state in the percentage of high school students earning associate degrees while superintendent of the largest online charter school in the state of Louisiana.

EDUCATION

Doctor of Philosophy (Ph.D.), Science and Mathematics Education
Southern University, Baton Rouge, LA

Master of Education (M.Ed.), Curriculum and Instruction
University of Louisiana at Lafayette, Lafayette, LA

Bachelor of Science (B.S.), Education (Chemistry Endorsement)
Louisiana State University, Baton Rouge, LA

EXPERIENCE

Chair, Educational Leadership (2026-Present)
Southern University, Baton Rouge, LA

- Provide strategic leadership for graduate and doctoral programs in Educational Leadership, aligning curriculum with CAEP standards and state policy expectations.
- Lead program redesign initiatives integrating AI, research publication pathways, and school-based mentorship models to strengthen practitioner-scholar outcomes.
- Supervise faculty, manage accreditation processes, and cultivate partnerships with PK- 12 systems to expand program impact and enrollment growth.

Educational Consultant (2022–Present)

- Advise charter schools and traditional school systems with respect to leadership, academics operations, accountability, and organizational effectiveness (ongoing).
- Conduct post-secondary external audits and program evaluations aligned to Louisiana Department of Education policy (e.g., Bulletin 746/996), providing actionable recommendations for compliance and quality improvement (ongoing).
- Provided temporary leadership to help stabilize a type II charter school where board had been replaced by BESE action(2025).
- Provided executive coaching, school support and academic audits for charter schools through contract with New Schools for Baton Rouge (2024).

Superintendent/Associate Superintendent (2017–2022)
University View Academy Charter School

- Led a statewide virtual charter school, overseeing academic performance, operations, and compliance with Louisiana Board of Elementary and Secondary Education accountability standards.
- Improved student achievement outcomes through strategic initiatives in digital learning, curriculum alignment, and instructional coaching.
- Managed organizational growth, stakeholder engagement, and fiscal oversight for a multi-million-dollar public education entity.

Deputy Superintendent (2015–2017)
East Baton Rouge Parish School System

- Oversaw district-wide academic strategy, supporting school leaders to improve performance across a large, diverse urban system.
- Implemented accountability measures aligned with Louisiana Department of Education standards, resulting in measurable gains in student outcomes.
- Coordinated major initiatives in school improvement, leadership development, and operational effectiveness.

Executive Director of Academics / Director of Academic Accountability (2003–2015)
Zachary Community School District

- Led district transformation efforts contributing to performance and top state rankings.
- Designed and implemented data-driven instructional systems, assessments, and continuous improvement processes.
- Provided leadership in curriculum development, teacher support, and accountability structures aligned to state and federal expectations.

Program Coordinator II (2001–2003)
Louisiana Department of Education

- Led refinement of Louisiana's statewide accountability system, collaborating with national experts to strengthen model design, validity, and policy alignment.
- Conducted advanced data analysis and simulation modeling to evaluate accountability metrics, ensuring accuracy, reliability, and impact on school performance outcomes.
- Facilitated state accountability commission meetings and developed Louisiana's first School Performance Score (SPS) calculator, establishing a foundational tool for statewide school evaluation.

Chemistry Teacher (1994–2001)
East Baton Rouge Parish School System

- Delivered rigorous instruction in chemistry, fostering student achievement and college readiness in STEM disciplines.
- Developed engaging, standards-based lessons incorporating laboratory investigations and real-world applications.
- Contributed to school improvement through leadership roles, mentoring, and collaboration with instructional teams.

LICENSURE & PROFESSIONAL CERTIFICATIONS

- School Superintendent Certification
- Parish/City School Supervisor of Instruction Certification
- Provisional Principal / Secondary Principal Certification
- Chemistry Teacher Certification
- Quality Matters Certified
- NCDA Career Development Facilitator (CDF) Certified

AREAS OF EXPERTISE

- K-12 Charter School & Traditional School Leadership
- Higher Education Educational Leadership, Teacher Certification & Program Compliance
- K-12 & Higher Education Curriculum & Instruction
- School Accountability Systems
- Charter & Nonprofit School Support
- Online School Leadership
- Artificial Intelligence in Education
- Public Speaking & Data-Driven Decision Making

PROFESSIONAL PHILOSOPHY

- High Quality Education for Every Student
- Accountability and Integrity
- Teacher Empowerment and Support
- Continuous Improvement
- Innovation in Education

SCHOLARSHIP & PUBLICATIONS

Clayton, M. (2010). *A Study of the Relationships Between "Highly Qualified" Status, Instructional Practices, and Students' Science Achievement in Three High Poverty Louisiana School Systems.* [Dissertation, Southern University].

Clayton, M. (2021). *Administrator's Guide to Implementing a High Quality Online Educational Program.* Louisiana Department of Education. university-view-academy_-administrative-guide-to-implementing-a-hq-online-educational-program_dr-michelle-clayton.pdf.

Louisiana Community and Technical College Charter School
Key Leadership Job Descriptions

Provisions applicable to all positions

Selection process. Candidates advance through application screening, structured rubric-based interviews, a skills demonstration where applicable, and reference checks, under board-adopted personnel policies. Offers are contingent on credential verification and a satisfactory criminal background check.

Criminal background checks. Consistent with La. R.S. 15:587.1 and 17:15, LCTCC requires a satisfactory criminal history record check, including fingerprint-based state and FBI checks, for all prospective employees prior to employment.

Equal employment opportunity. LCTCC provides equal employment opportunity and does not discriminate on any basis protected by federal or state law, consistent with its assurances and board-adopted policies.

Work environment. Positions are based at LCTCS host-campus learning pods and involve movement across an active campus, occasional evening and weekend activities, and travel among pods as the school scales; some staff may also teach a course section. Reasonable accommodations will be provided.

Compensation and benefits. Salary bands are set by the governing board consistent with the staffing plan and the board-approved budget.

About LCTCC

LCTCC is not a traditional high school. Its defining design choices include:

- **Dual enrollment as the primary delivery model.** The majority of coursework is LCTCS college courses taken on campus with college faculty, stacking diploma progress, college credit, and credential progress.
- **A hybrid, competency-based progression.** Students advance through Foundations, Journey, and Capstone phases keyed to verified credit attainment rather than age, supported by an LCTCC-built Canvas core for grades 9-10.
- **A named Success Navigator for every student.** Each student's Academic Completion Plan (ACP) is built at intake and managed through graduation on a fixed caseload of one navigator per 50 students.
- **Campus learning pods with flexible rotating schedules.** In-person instruction, labs, intervention, and secure state testing happen at LCTCS campus pods, on schedules built for students who work, parent, and commute.
- **Wraparound services as core infrastructure.** Food, transportation, childcare navigation, counseling, disability and language services, and case management, on systems LCTCS already operates statewide.

Working at LCTCC: who thrives here

LCTCC is a startup and a first-of-its-kind school. Staff who thrive here share commitments that apply to every position in this document:

- **Mission alignment.** Belief that over-age and under-credited students are not behind by nature, and that with the right structure every one of them can finish a diploma, credentials, and college credit.
- **Excitement about a transformative, non-traditional model.** Energy for building a hybrid, competency-based, college-campus school that has never existed in Louisiana.
- **Flexibility.** Comfort with rotating schedules, evening and year-round options, evolving systems, and the wear-many-hats reality of a founding team.
- **Data-driven urgency.** Willingness to work from early-alert dashboards and weekly data cycles, and to act within days when a student's signals change.
- **Respect for students as young adults.** An asset-based, relationship-first posture toward students who carry jobs, children, and prior school experiences that ended badly.

Regional Director of Academics, SPED & Federal Programs

Reports to	Executive Director
Supervises	Special education staff and contracted related-service providers; functional direction of Learning Support Specialists on intervention and SPED support
Location	BRCC campus (Baton Rouge) in Year 1, with travel to additional campus pods as the school scales
Classification	Full-time, 12-month; [Exempt]

The opportunity

This is the school's senior academic seat: guaranteeing that a school which hires no teachers of its own still owns its academic results, and building the professional development that teaches college faculty to serve returning students.

Position summary

The Director owns academics on the school's behalf: monitors LCTCS course delivery and student progress; owns the Canvas grades 9-10 core, master schedule, and phase progression; ensures IDEA, Section 504, and EL compliance; manages federal programs; produces all PD content; and owns the discipline and PBIS framework.

Essential responsibilities

Academic program leadership

- Monitor course delivery, quality, pacing, and student progress across coursework taught by college faculty, intervene when delivery falls short, and monitor instructor transitions under the MOU.
- Own the Canvas-delivered grades 9-10 core, built to UDL standards, the master schedule, and the phase progression, including intake diagnostics (TABE 13/14, TABE CLAS-E) and advancement criteria.
- Co-lead the weekly data-driven meeting with Success Navigators and lead the annual program review that drives curriculum adjustment, pathway decisions, and PD priorities.

Special education, Section 504, and diverse learners

- Own IEP development, implementation, monitoring, and compliance for every student with a disability under IDEA, Section 504, the ADA, R.S. 17:3996, and Bulletins 1706, 1508, 1530, and 741; LCTCC is the LEA and holds full FAPE responsibility.
- Operate proactive Child Find built into intake: record review, diagnostic screening, and timely referral to Pupil Appraisal under Bulletin 1508.
- Independently verify every IEP and Section 504 accommodation is in place in every course, every term, and intervene whenever one is not.
- Lead IEP Team participation in diploma-pathway selection and ACP development so specially designed instruction and services are embedded rather than bolted on.
- Arrange related services through qualified or contracted providers with parent participation and prior written notice, and ensure IEP transportation is implemented jointly with the Director of Operations.
- Coach students, with their navigators, to initiate accommodations through college disability services as transition-skill development, never a condition of service.
- Oversee English learner identification and services (Home Language Survey, TABE CLAS-E, EL scaffolds, Title III), and serve as McKinney-Vento liaison, enrolling students experiencing homelessness immediately.

Federal programs

- Manage all Title and IDEA programs (applications, budgets, allowable use, time-and-effort, reporting), aligning federal funds to the intervention and support model.

Professional development

- Produce all professional development for college faculty, navigators, and staff, delivered on site by Pod Principals: master teacher seminar, over-age learner pedagogy, serving younger students on campus, Canvas and early-alert response, and SPED bridge training.

Culture, discipline, and school leadership

- Own the discipline, culture, and PBIS framework implemented through Maxient; partner with the Executive Director on staffing; serve as acting Executive Director under the succession plan.

Qualifications

Required

- Master's degree in education, special education, educational leadership, or a related field, and at least five years of progressively responsible K-12 academics or special education experience, including IDEA and Section 504 compliance administration.
- Working knowledge of IDEA, FAPE, Section 504, Title programs, and federal grants management.
- Experience leading or monitoring online, blended, or competency-based instruction, and designing and delivering professional development for adults.

Preferred

- Louisiana certification in special education and/or educational leadership; experience with Bulletins 741, 1508, 1530, and 1706 and the LDOE accountability system.
- Experience serving over-age, under-credited, or re-engaging populations, with Canvas or a comparable LMS, early-alert systems, UDL-based design, and charter, startup, or dual enrollment settings.
- Quality Matters (QM) certification or a comparable online course quality assurance credential, with experience applying a research-based design rubric to LMS-built courses.

Mindsets and competencies

In addition to the school-wide commitments in Working at LCTCC, the successful candidate demonstrates:

- Treats identification and individualized service as core operating systems, not compliance add-ons.
- Excited to hold academic accountability through monitoring, relationships, and intervention rather than line supervision.
- Builder's temperament: writes the playbook and revises it from data on a founding team where roles flex.

Regional Director of Operations

Reports to	Executive Director
Supervises	Operations support functions; contract and vendor relationships (back office, transportation, food service, SIS, school resource officers)
Location	BRCC campus (Baton Rouge) in Year 1, with travel to additional campus pods as the school scales
Classification	Full-time, 12-month; [Exempt]

The opportunity

Great re-engagement schools run on operations that never give a student a logistical reason to disengage: no-cost transportation, meals, safe facilities, clean data, and disciplined finances statewide.

Position summary

The Director serves as liaison to O'Brien Services, LLC, the contracted back-office provider, and the independent auditor, and owns non-academic operations: budgets, purchasing, transportation, food, facilities, safety, records and data, and the operational calendar.

Essential responsibilities

Finance and back office

- Serve as liaison to O'Brien Services for budget tracking, purchasing, invoice and payroll coordination, reconciliations, monthly close, and board-ready reports, and to the auditor for the annual audit.
- Initiate purchasing under fiscal policies and public-bid law, support Finance Committee review, and manage the data reconciliations that drive MFP funding at each count date.

Transportation

- Manage the no-cost transportation program (transit passes and contracted provider): routing, eligibility, schedules aligned to rotations and student work, vendor performance, and IEP-required transportation.

Food services

- Manage meal service through host-campus cafeterias and per-site solutions, administer National School Lunch Program participation, and track costs against reimbursement.

Facilities and campus logistics

- Serve as liaison to host-campus facilities for custodial, maintenance, HVAC, life-safety, and code compliance under the MOU; track work orders and inspections; own pod logistics, the calendar, and graduation events.

Safety and emergency planning

- Maintain and exercise the Crisis/Emergency Operations Plan: drills, visitor management, campus police and resource officer coordination, and family communication in health emergencies.

Student records and data systems

- Manage the K-12 student information system (enrollment, attendance, meals, state reporting), ensuring FERPA compliance, role-based access, secure storage, and defined retention.

Qualifications

Required

- Bachelor's degree in business, public administration, finance, educational leadership, or a related field, and three to five years of experience in school operations, business operations, or nonprofit or public-sector financial management.
- Demonstrated experience managing budgets, vendors, and contracted service providers, with strong systems and data discipline.

Preferred

- Master's degree in business administration, public administration, or educational leadership.
- Working knowledge of Louisiana school finance (MFP funding, count processes, state reporting), charter or multi-site operations experience, and familiarity with NSLP administration, transportation contracting, public-bid law, and safety planning.

Mindsets and competencies

In addition to the school-wide commitments in Working at LCTCC, the successful candidate demonstrates:

- Sees operations as equity work: an unreliable bus or a missed meal is how re-disengagement starts.
- Comfortable owning work performed by partners and vendors, holding them to standard without direct authority over their staff.
- Startup flexibility: builds the checklist, runs the checklist, and improves the checklist, often in the same week.

Regional Director of Testing, Accountability & Enrollment

Reports to	Executive Director
Supervises	Testing and enrollment support functions; functional oversight of Campus Coordinator data feeds
Location	BRCC (Baton Rouge) in Y1, with travel to additional campus pods / testing sites as the school scales
Classification	Full-time, 12-month; [Exempt]

The opportunity

LCTCC has volunteered to be judged by the same accountability bar as every traditional Louisiana high school. This role keeps that promise: secure testing on college campuses, a defensible School Performance Score, certified counts, and clean data.

Position summary

The Director owns state testing and secure administration with host colleges; manages accountability and the School Performance Score, including drop coding; certifies the October 1 and February 1 counts; oversees enrollment, the lottery, and attendance reporting; and owns all data and state reporting.

Essential responsibilities

State assessment

- Own all state testing (LEAP 2025, end-of-course, ACT): calendars, plans, examiner training, and accommodations; coordinate secure administration through campus testing centers; enforce security end to end.

Accountability

- Manage the accountability profile and School Performance Score (drop coding, cohort graduation tracking, subgroup monitoring), reporting against the Charter School Performance Compact.

Enrollment and membership

- Certify the October 1 and February 1 counts, the basis of MFP funding, and oversee enrollment processing and the lottery under open-enrollment rules and the approved preference order.
- Oversee attendance and membership reporting under the state definition, review daily data feeds ahead of every count date, and cross-train Campus Coordinators on documented procedures.

Data and state reporting

- Own all school data and state reporting (accuracy, timeliness, FERPA) across the SIS, Canvas, and LDOE submissions, partnering with Operations on SIS implementation and the weekly data cycle.

Qualifications

Required

- Bachelor's degree in education, data analytics, public administration, or a related field, and three to five years of experience in assessment administration, accountability, enrollment management, or school data and reporting.
- Demonstrated knowledge of state assessment administration and test security, with strong analytical skills and meticulous attention to detail.

Preferred

- Master's degree in a related field; direct experience with LEAP 2025, the ACT, the School Performance Score, drop coding, and cohort graduation rates.
- Experience as a district or school test coordinator, with count certification, K-12 student information systems, Canvas, LDOE reporting pipelines, and charter or alternative-education settings.

Mindsets and competencies

In addition to the school-wide commitments in Working at LCTCC, the successful candidate demonstrates:

- Believes accountability is how a non-traditional school earns trust: welcomes the standard measuring stick.
- Zero-defect orientation toward counts, coding, and security, with flexibility across campuses and rotating schedules.
- Collaborative by design: builds systems that coordinators, navigators, and colleges can actually run.

Director of Student Success (Lead Navigator)

Reports to	Executive Director
Supervises	All Success Navigators (ten in Year 1, growing at one per 50 students)
Location	BRCC campus (Baton Rouge) in Year 1, with travel to additional campus pods as the school scales
Classification	Full-time, 12-month; [Exempt]

The opportunity

The Success Navigator model is the heart of LCTCC: a named, consistent adult for every student, modeled on Check & Connect, the only dropout-prevention intervention the What Works Clearinghouse finds keeps students in school.

Position summary

The Director supervises navigators across all pods, sets the one-per-50 caseload standard, coordinates counseling and wraparound referrals through LCTCS infrastructure, and owns re-engagement systems and ACP quality.

Essential responsibilities

Navigator corps leadership

- Recruit, hire, train, supervise, and evaluate navigators, growing the corps at one per 50 students so every student always has a named navigator.
- Redistribute caseloads during vacancies, maintain a candidate pipeline, and own navigator onboarding and professional development with the Director of Academics.

Re-engagement and early-intervention systems

- Own the Check & Connect-modeled re-engagement protocol: outreach within days of an alert, escalating through family contact, conference, revised graduation plan, and documented re-entry plans.
- Operate MTSS from universal monitoring through targeted supports to intensive individualized re-engagement and wraparound case management.
- Lead the weekly data meeting reviewing Canvas, attendance, and ACP indicators, and assure the term-by-term revision of every ACP, which exceeds the state's Individual Graduation Plan requirement.

Counseling and wraparound coordination

- Coordinate counseling and wraparound referrals through the LCTCS twelve-category infrastructure, deliver support toward the ASCA 1:250 benchmark, and track crisis referrals to resolution.

Family partnership

- Set the navigator-family communication standard (minimum cadence plus immediate outreach when indicators change), and support family orientation, Canvas observer access, and the engagement calendar.

Qualifications

Required

- Bachelor's degree in counseling, social work, education, psychology, or a related field, and five years in student support or case management, including supervising a team.
- Success serving disconnected, over-age, or re-engaging young people, with knowledge of dropout prevention, mentoring models, and MTSS.

Preferred

- Master's degree in counseling or social work, professional licensure, and direct experience with Check & Connect or comparable structured mentoring.
- Experience with early-alert and case-management platforms, startup team-building, and bilingual proficiency.

Mindsets and competencies

In addition to the school-wide commitments in Working at LCTCC, the successful candidate demonstrates:

- Leads from the caseload: has done the home call, the re-engagement conference, and the 7 a.m. text.
- Believes relationships are an intervention with a data trail: warm, persistent, and rigorous about documentation.
- Energized by building a statewide corps for a first-of-its-kind model, revising the playbook as data comes in.

Pod Principal

Reports to	Executive Director
Supervises	Campus Coordinator and three Learning Support Specialists; on-site contact for Success Navigators serving the pod
Location	Assigned campus pod (BRCC in Year 1; additional campuses as pods activate)
Classification	Full-time, 12-month; [Exempt]

The opportunity

Each pod is a school within a college, and the Pod Principal is its face: the single on-site leader whom students, parents, and college employees know by name.

Position summary

The Pod Principal provides on-site leadership: discipline, culture and activities, health and medication disbursement, transportation resolution, parent complaints, and daily presence, and delivers professional development on site.

Essential responsibilities

On-site leadership and presence

- Serve as the single on-site point of contact, maintaining daily presence and supervising arrival, attendance, and movement, with cohort scheduling separating younger students where capacity allows.
- Lead the pod-level team: supervise the Campus Coordinator and three Learning Support Specialists, and serve as on-site contact for Success Navigators.

Student culture and discipline

- Administer discipline under the school's PBIS framework using Maxient, with due process and restorative, age-respectful practice, and build culture celebrating credit milestones, credentials, and phase advancements.

Student services and family response

- Oversee health and medication disbursement, resolve day-to-day transportation issues, and document and resolve parent complaints under grievance procedures.

Instructional support and professional development

- Deliver PD on site from Director of Academics content, and ensure the supervised blended-learning environment runs to standard with Learning Support Specialists and navigators on hand.

Safety

- Execute the Crisis/Emergency Operations Plan at the pod (drills, visitor management) with the Director of Operations, campus police, and the resource officer.

Qualifications

Required

- Master's degree in educational leadership or a related field (or equivalent experience), and five years of combined teaching, counseling, or leadership experience, including student discipline and culture.
- Success with older adolescents or re-engagement populations, strong interpersonal and de-escalation skills, and the judgment to represent the school to families and a host college.

Preferred

- Louisiana educational leader certification, and experience with Maxient or similar systems, PBIS, and restorative practices.
- Experience in hybrid, blended, or college-campus settings, adult professional development, and charter or startup environments.

Mindsets and competencies

In addition to the school-wide commitments in Working at LCTCC, the successful candidate demonstrates:

- A visible, relational leader who prefers hallways, labs, and student conversations to a closed office door.
- Sees discipline as re-engagement work: firm about expectations, allergic to practices that push students back out.
- Comfortable leading through partnership on someone else's campus, representing the school professionally.

APPENDIX 5 - APX.5

Charter Board Member Resumes

A resume for every member of the proposed charter board (OPC.22).

Board Member and Role	Current Position	Education and Credentials	Expertise Brought to the Board
Dr. W. Chandler LeBoeuf *Board Chair*	Executive Vice President, Education Strategy and External Relations, LCTCS; Executive Director, LCTCS Foundation	Ed.D. and M.Ed., Higher Education Administration, Northeastern University; B.S., Franciscan Missionaries of Our Lady University; CFRE	Statewide academic, workforce, and student success strategy; foundation fundraising and governance; secured $500M+ in capital outlay and a $450M bond capacity bill for LCTCS
Richard J. Nelson *Treasurer*	President, LCTCS (12 colleges, 40 campuses, 135,000 students)	J.D./D.C.L., magna cum laude, LSU Law; B.S., Biological Engineering, summa cum laude, LSU; PMP; Louisiana attorney	Statewide education and workforce policy; former Secretary, Louisiana Department of Revenue; as a legislator, led early literacy reforms that moved Louisiana from 42nd to 16th nationally
Tommy Screen, J.D. *Secretary*	General Counsel, LCTCS	J.D., LSU Paul M. Hebert Law Center; B.A., Political Science, LSU; Louisiana bar member	Education law, regulatory compliance, and governance; former Chief Legal Officer, University of Arizona Global Campus; former General Counsel, Loyola University New Orleans
Shep Buckman, CFA, CMT *Member*	Founder and CEO, Sequence Asset Management and Everflow Insurance Advisory	MBA, Finance, Johns Hopkins University; B.S., Business Administration, Washington and Lee University; CFA and CMT charterholder	25+ years in fiduciary investment management; managed portfolios for foundations, endowments, and retirement plans; financial oversight, reporting, and risk management
Adam Knapp *Member*	CEO, Leaders for a Better Louisiana	Executive Education, Harvard Kennedy School of Government; B.A., English, Davidson College	Statewide workforce and K-12 accountability policy, including four workforce reform acts; 15 years leading the Baton Rouge Area Chamber; New Schools Baton Rouge and Teach For America boards

W. Chandler LeBoeuf, Ed.D.

SUMMARY

Executive with senior leadership experience directing complex, multi-unit operations, managing cross-agency initiatives, and implementing large-scale policy, legislative, and organizational reforms. Proven record leading statewide education systems, driving performance management, securing major funding packages, and delivering measurable outcomes. Deep experience in government relations, operational oversight, workforce and economic development strategy, public accountability, fundraising, and stakeholder engagement. Trusted advisor to senior officials, skilled at translating executive vision into coordinated, data-driven action.

EDUCATION

Doctor of Education, Higher Education Administration, Northeastern University, Boston, MA (2020)
Master of Education, Higher Education Administration, Northeastern University, Boston, MA (2013)
Bachelor of Science, Franciscan Missionaries of Our Lady University, Baton Rouge, LA (2011)

PROFESSIONAL EXPERIENCE

Louisiana Community and Technical College System (LCTCS), Baton Rouge, LAMarch 2023 - Present
Executive Vice President, Education Strategy and External Relations | Executive Director, LCTCS Foundation | Administrator in Charge (March - December 2025)
Provide executive leadership for all academic, workforce, and student-facing divisions of the statewide system of 12 colleges, including enrollment and student affairs, academic and workforce programs, adult education, career and technical education, institutional research and effectiveness, business and industry partnerships, advancement and foundation, Title IX, marketing and communications, and governmental relations. Lead systemwide policy, strategic initiatives, and advocacy priorities advancing the state's workforce and economic mobility goals, and partner with facilities and finance divisions on capital outlay and long-term infrastructure planning. As Foundation Executive Director, lead a 13-member board of directors; grew systemwide assets from $57M to over $60M and endowments from $2.2M to over $3.8M.

- Passed $450M bond capacity bill for LCTCS facilities and secured over $500M in capital outlay projects
- Secured over $40M and developed a workforce performance-based funding model
- Secured over $40M for broadband training and expansion across Louisiana and over $25M for healthcare programs
- Expanded funding to $10.5M for Louisiana's first promise program for community and technical colleges
- Raised nearly $5M in private funding and secured over $3M in Congressional Directed Spending
- Provided accreditation leadership oversight for two institutions: Central Louisiana Community and Technical College (2024) and Northwest Louisiana Community and Technical College (2026)
- Led 2030 strategic plan efforts producing the largest completer class in LCTCS history: 38,000 in 2025
- Implemented First Day Access initiative and led systemwide CRM enrollment transition

Fletcher Technical Community College, Schriever, LAJanuary 2018 - March 2023
Vice Chancellor for Institutional Advancement and Strategic Initiatives | Executive Director, Fletcher Foundation
Provided executive leadership with a $12M operating budget for a comprehensive rural community college serving approximately 6,000 students annually, most low-income and first-generation. Led faculty development and program expansion for workforce programs with business, industry, community, and governmental partners, launching new programs in Precision Agriculture, Drafting and Design, Early Childhood Education, and Nursing and Allied Health, and establishing new facilities for Nursing, Precision Agriculture, Advanced Manufacturing, and Maritime Cybersecurity. As Foundation Executive Director, led a 19-member board; grew assets from $1.75M to over $5M and endowments from $615,000 to over $15M.

- Raised nearly $10M supporting instructional program expansion, student success initiatives (mobile lab, technology center, food pantry, student support fund), and over $100,000 in new alternative revenue through an enterprise corporation
- Created and launched a corporate college for customized training and continuing education, generating over $1M in revenue, and expanded CDL training in partnership with River Parishes Community College

- Created customized re-entry workforce training that helped over 100 incarcerated individuals transition successfully to the community following release
- Expanded 8-week course offerings focused on student success and completion, with a comprehensive marketing strategy and new website
- Co-developed a return-on-investment tool and sustainability models for all programs with the finance team

The Princeton Review, New York, NYFebruary 2016 - January 2018
National Director for eLearning
Education leader and general manager for the national eLearning business, leading approximately 80 team members across the US and Canada with a $4M budget. Secured over 50 high school and district partnerships and over 30 college and university partnerships, increased enrollment targets by 10%, implemented a new student information system serving over 1,000 students, and migrated over 400 students to online learning while closing six physical markets.

Delgado Community College, New Orleans, LANovember 2015 - February 2016
Coordinator for Student Life | Director, Student Life Center, West Bank Campus
Oversaw student life, leadership, and activities; served as inaugural director of the new West Bank Campus student life center, leading its grand opening, programming, and student government advising.

South Louisiana Community College, Lafayette, LAFebruary 2014 - November 2015
Director for Student Affairs and Alumni Relations | Title IX Coordinator
Inaugural director for student life, leadership, activities, and the alumni association at an urban community college serving 15,000 students annually. Implemented the college's Title IX office and coordinated institutional compliance in all areas. Advised the Student Government Association on a student activity fee referendum generating an additional $200,000 annually, launched the first Phi Theta Kappa chapter (400+ members), created the inaugural alumni association, built a new student orientation program serving over 500 new students, and managed a $350,000 student life budget.

The Princeton Review, Louisiana, Mississippi, and AlabamaNovember 2012 - February 2014
Regional Market Director
General manager for three state markets, leading 15 team members with a $1M budget. Implemented the first ACT Preparation School-Based Learning Program in the Louisiana and Mississippi markets, earning over $400,000 in its first two years, and secured over 20 high school and district partnerships.

ITT Technical Institute, Greater New Orleans RegionAugust 2011 - November 2012
Manager of Admissions, Recruitment and Financial Aid
Accountable for recruitment and financial aid operations, including enrollment KPIs, admissions data analysis, and funding for each student.

LEADERSHIP DEVELOPMENT AND CERTIFICATIONS

Harvard Graduate School of Education, Educational Management Institute (2025); Certified Fund-Raising Executive (2022-2028); Leadership Louisiana, Council for a Better Louisiana (2023); American Association of Community Colleges Future President Institute (2022); League for Innovation in the Community College Executive Leadership Institute (2021); Louisiana Community and Technical Colleges Leadership Academy (2021); Louisiana Economic Development Certified Workforce Developer (2020); CASE Future Leadership Institute (2019); New Orleans Regional Leadership Program (2018)

BOARDS AND COMMISSIONS (CURRENT)

Louisiana Board of Regents, NIL Taskforce, Member; Louisiana Workforce Commission, Workforce Investment Council, Member; LCTCS Representative, Proprietary Schools Advisory Commission, Louisiana Board of Regents; Rebuilding America's Middle Class (RAMC), Member; New Orleans Regional Leadership Institute, Board of Directors; CASE Community College Advisory Committee

AWARDS

40 Under 40, Baton Rouge Business Report (2023); Alumni Impact Award, Franciscan Missionaries of Our Lady University (2014); College Admissions Project Champion, Young Leadership Council of New Orleans (2013); Newman Civic Fellowship Award (2011)

RICHARD J. NELSON

PROFESSIONAL EXPERIENCE

President 1/2026 – Present
Louisiana Community and Technical College System
Baton Rouge, LA

- Manage the State of Louisiana's 12 individual community and technical colleges consisting of 40 campuses, 135,000 students, and 5,000 employees.
- Work with the Governor's Administration, Louisiana Legislature, Members of Congress, Board of Regents, Industry partners & other stakeholders in shaping educational and workforce policy.
- Oversee the modernization of Louisiana's workforce pipeline from secondary education through job placement and higher degree attainment.

Secretary 1/2024 – 1/2026
Louisiana Department of Revenue
Baton Rouge, LA

- Managed the State of Louisiana's tax agency with approximately 800 employees and over $15 billion in annual revenue collections.
- Led successful efforts to reform Louisiana's tax structure including a comprehensive rewrite of the personal income, corporate income, and sales tax codes. These historic reforms were one of the most extensive in U.S. history, resolved a nearly $1.5 billion state budget shortfall, and resulted in a record nearly $70 billion in capital investment in the first-year post-reform.
- Guided extensive operational changes withing the Department of Revenue including:
  - Consolidated unnecessary office locations
  - Conducted organizational rightsizing
  - Launched new, updated website
  - Implemented a new, free online income tax filing platform
  - Expanded electronic tax service options
  - Resolved over $1.5 billion in outstanding tax cases
  - Updated taxpayer communications to prioritize plain language and accessibility
  - Identified and implemented approximately $10 million in annual operational savings.

State Representative- District 89 1/2020 – 1/2024
Louisiana House of Representatives
Baton Rouge, LA

- Represented approximately 45,000 constituents in the State Legislature.
- Served on the Civil Law, House and Government Affairs, and Retirement Standing Committees as well as the Joint Legislative Committee on Technology and Cybersecurity.
- Led elementary school literacy reforms that resulted in Louisiana moving from a state ranking of 42nd to 16th in country in 4th Grade Literacy in 5 years.

- Successfully amended the Louisiana Constitution to pay down state pension debt saving hundreds of millions of dollars.

Principal 2/2020 – 1/2024
The Solutions Group, LLC
Mandeville, LA

- Owned and operated engineering and technology consulting business for engineering, healthcare, and government contractor clients.
- Conducted project management training and course development for businesses, including State Department Contractors.
- Planned and executed strategic expansion for a clinical laboratory during onset of the COVID-19 pandemic resulting in a nearly 10x annual increase in revenue.

Executive Vice President 5/2017 – 2/2020
PMOLink, LLC
Mandeville, LA

- Provided project management consulting, including project planning and scheduling for clients in the construction, utility, and healthcare industries.
- Conducted project management training and course development for private companies and universities.
- Created new project scheduling technology platform for commercial/industrial construction.
- Served in key project management role for a multi-billion-dollar project for an international conglomerate to construct eight nuclear power plants in China.
- Managed an approximately $40 million healthcare clinic expansion involving multi-location facility renovation, physician office acquisition, IT system integration, and patient onboarding.

Foreign Service Security Engineering Officer 6/2010 – 5/2017
U.S. Department of State
Frankfurt, Germany; Tbilisi, Republic of Georgia; Washington, D.C.

- Managed $65 million/year High-Threat Post Overseas Security Installation program with over 115 employees along with Security Technologies Special Projects group.
- Served as the Officer in Charge of the regional engineering office at U.S. Embassy Tbilisi.
- Managed security projects in over 30 countries throughout Europe and the Middle East.
- Advised ambassadors, senior officials, and interagency working groups on security policy.
- Conducted diplomatic events promoting capitalism, democracy, and American interests.

EDUCATION

LSU Paul M. Hebert Law Center, Baton Rouge, LA 8/2007 – 5/2010
J.D. /D.C.L., magna cum laude, Top 5% of class

Louisiana State University, Baton Rouge, LA 8/2004 – 5/2007
B.S. in Biological Engineering, summa cum laude
Past Chairman of the Dept. of Biological Engineering Advisory Council

LICENSES AND CERTIFICATIONS

- Career Member – United States Foreign Service, U.S. Department of State, 2014
- Attorney at Law – Supreme Court of Louisiana, 2011
- Project Management Professional (PMP) – Project Management Institute, 2018
- Oracle Primavera P6 Professional Fundamentals/Advanced Certification- Oracle University 2017
- International Negotiations – Foreign Service Institute, U.S. Department of State, 2011
- Language Skills – Basic Russian

ACHIEVEMENTS AND HONORS

- Southwest LA Chamber of Commerce – 2022 Rising Star Legislator
- Louisiana Assn. Business and Industry - 2020 & 2021 Most Valuable Policymaker
- State Dept. Security Engineering Officer of the Year
- State Dept. Superior Honor Award
- State Dept. Meritorious Honor Award
- Diplomatic Security Training Center Director's Award
- Mandeville High School Valedictorian
- Eagle Scout

TOMMY SCREEN

EXECUTIVE PROFILE

Solution-oriented General Counsel who possesses demonstrated success in providing strategic solutions and oversight to legal affairs in order to mitigate risk and ensure compliance within highly regulated sectors. An effective leader and trusted advisor who is adept at leading transformative initiatives, supporting corporate governance, and fostering consensus with diverse stakeholders around operational issues and organizational challenges. Leverages broad legal expertise, political savvy, and strategic acumen to drive operations aligned with organizational goals.

CAREER HIGHLIGHTS

HIGHER EDUCATION COMPLIANCE

- Established a multi-prong Operations Compliance Operation whose mission was to ensure that the University of Arizona Global Campus (UAGC) operated in a manner compliant with federal regulatory guidelines and consistent with current best practices.
- Identified shortcomings in the existing operations of the Office for Accessibility and Title IX operations at Loyola University New Orleans and updated existing policies to reflect current best practices, which reduced legal exposure and improved the student experience.

LEADERSHIP AND INFLUENCE

- As a trusted legal and strategic advisor and member of the Executive Leadership Team, leveraged strong consensus-building skills and legal expertise to influence critical decisions throughout the life cycle of two universities.

STRATEGY AND OVERSIGHT

- Negotiated the University of Arizona Global Campus' (UAGC) termination of a multi-year agreement with a former corporate partner and brought the on-line program management operations in-house, which was a significant strategic step in improving operational integrity in the eyes of government regulators.

OPERATIONAL EXCELLENCE

- Positioned the Office of General Counsel at Loyola University New Orleans as a trusted resource, increased utilization, and reduced legal expenses by transforming the office's culture to a more professional and responsive campus partner.

PROFESSIONAL EXPERIENCE

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM **2026-present**
General Counsel

HOGAN MARREN BABBO & ROSE, LTD (HMBR), New Orleans, LA **2024-2026**
A leading national law firm, specializing in the field of education law.
Partner, Higher Education Practice
Represent clients on a diverse array of matters including education law and policy, government and regulatory compliance, accreditation compliance, corporate governance, civil rights enforcement, and institutional mergers and acquisitions.

UNIVERSITY OF ARIZONA GLOBAL CAMPUS, Chandler, AZ **2021-2024**
A fully accredited and fully online institution affiliated with the University of Arizona, serving roughly 25,000 students.
Senior Vice President & Chief Legal Officer
Recruited to serve as a key member of the President's Executive Leadership Team with responsibility for advising, guiding, and counseling the UAGC Board of Directors, President, and Executive Leadership Team on all legal, regulatory, and compliance matters associated with the operations of the University. Areas of influence included labor and employment law, contracts, governance matters, higher education law, and risk mitigation. Led legal and compliance professionals who ensured legal affairs and regulatory efforts supported and enhanced the University's mission.

- Partnered with academic leadership in directing UAGC to become a participating member of NC-SARA which allowed for expanded operations to all NC-SARA states.
- Successfully resolved legal, compliance, and regulatory matters before the United States Department of Education, Department of Veteran Affairs and several state authorization agencies.
- Executed the necessary legal oversight required to launch an International Doctor in Management degree program in partnership with a Chinese university in Beijing, creating a new source of revenue for UAGC.
- Led UAGC's internal legal efforts during the University of Arizona's 2023 acquisition of UAGC.

TOMMY SCREEN

LOYOLA UNIVERSITY NEW ORLEANS, New Orleans, LA **2005-2021**
A private Jesuit university founded in 1904 with an enrollment of approximately 4,500 students.
General Counsel & Director of Government Affairs (2016-2021)
Promoted to orchestrate the merger of the Office of General Counsel into the Office of Government & Legal Affairs. Continued serving as a trusted member of the Presidents' Cabinet and was relied upon to provide strategic counsel to university leadership. Served as Title IX Coordinator, Interim Risk Manager and represented the President's Office on the Threat Assessment and Emergency Management teams. Routinely briefed the Board of Trustees on litigation, matters of legal importance and governance issues.

- Provided legal counsel, oversight, and mitigated risk associated with investigations related to Title IX, employee grievances, student conduct, child-care abuse allegations, employee sexual misconduct, and discrimination claims.
- Contributed to accelerating financial stability and improving operational efficiencies of the university by drafting, negotiating, and reviewing contracts for consulting, services, facility leases, and academic affiliation and managing the challenges associated with reductions in force
- Executed an incentivized performance-based fee structure that delivered a 20% fee reduction.
- Successfully coordinated university's legal efforts and coordination of the institutional response to accreditors cause of action against the university

Director of Government Relations
Recruited to design and launch the Office of Government Affairs, serving as the University's liaison with federal, state, and local governments. Represented the University before the U.S. Congress, State Government, and City Hall.

- Lobbied federal, state, and local officials on higher education policy, tax matters, funding for federal student aid and disaster aid following several hurricanes and the Covid-19 pandemic.
- Collaborated with impacted universities and Congressional leadership to authorize the High Education Disaster Loan Program in the 2008 Higher Education Reauthorization Act.
- Served as a trusted and influential advisor to the President as he led University and several key civic initiatives post-Katrina, including the establishment of the City's first Ethics Review Board and Office of Inspector General.

INSTITUTE OF POLITICS (IOP), New Orleans, LA **2008-Present**
New Orleans' premier political leadership institute.
Executive Director
Provides strategic and tactical leadership to the Institute so that it can continue to meet its' mission of educating the next generation of political leaders in the surrounding region.

- Under his direction the Institute has had fifteen consecutive years of full enrollment
- Launched the Ed Renwick Lecture Series, now in its 15th year, to honor the long term IOP leader.

UNITED STATES SENATE, Washington, DC **2001-2005**
Legislative Assistant

EDUCATION, PROFESSIONAL DEVELOPMENT & COMMUNITY INVOLVEMENT

Juris Doctor; LSU Paul M. Hebert Law Center; Baton Rouge, LA; 2001
Bachelor of Arts; Political Science; Louisiana State University; Baton Rouge, LA; 1997
Fellow; Loyola Institute of Politics; New Orleans, LA; 2007
Louisiana State Bar Association: Member in Good Standing
National Association of College & University Attorneys: Active Member, 2016-present
New Orleans Regional Leadership Institute, 8-month invitation-only program focused on economy, race relations, and political landscape.
New Orleans Board of Zoning, Former Volunteer Member, 2011-2016
Mystick Krewe of Louisianans, Lieutenant

Shepard Alan Buckman, CFA®, CMT®

EXPERIENCE

Everflow Insurance Advisory June 2025 – Present
Founder, CEO *New Orleans, LA*

- Founded and operate an independent, carrier-agnostic life insurance and financial advisory firm serving entrepreneurs, business owners, and high-net-worth families across tax-free wealth strategies, retirement planning, and estate protection
- Advise business owners on tax-optimized retirement plan structures (401(k), Cash Balance, and 412(e)(3) plans), identifying strategies that reduce taxable income by six figures annually in qualifying cases
- Structure key person and corporate-owned life insurance solutions to protect business continuity and build balance-sheet liquidity for closely held companies
- Lead pre-sale tax planning engagements for business owners, real estate sellers, and investors, coordinating with CPAs and estate attorneys to reduce capital gains exposure ahead of major liquidity events

Sequence Asset Management March 2023 – Present
Founder, CEO *New Orleans, LA*

- Founded a fiduciary wealth management firm serving founders, business owners, executives, and high-net-worth families, integrating investment management, tax planning, risk management, and legacy planning into a single cohesive strategy
- Expertise includes investment management, tax-efficient wealth strategies, retirement planning, business succession, and legacy planning
- Develop tax-efficient investment strategies aimed at maximizing after-tax returns and improving long-term cash flow for clients

Equitas Capital Advisors November 2019 – March 2023
Senior Portfolio Manager *New Orleans, LA*

- Managed investment portfolios for foundations, endowments, and wealthy families
- Developed an asset allocation model and trading system that is still in use by the company to manage the overwhelming majority of client assets
- Delivered market commentary and investment insights, including a featured appearance on the Biz New Orleans podcast discussing the investment outlook for 2023

United Bank Wealth Management August 2018 – March 2019
Senior Portfolio Manager, Vice President *Washington, DC*

- Led and managed various aspects of twelve-person Investment Committee; financial reporting, marketing presentations, due diligence, and ownership over bank-wide Alternative Investments platform
- Oversaw closing and onboarding over $100million of new client assets, including customized marketing materials and middle office processing
- Mentored three-person analyst team on aspects of financial and business modeling, valuation, tactical momentum overlays, quantitative screening of equities, and creating market-linked commentary for the CIO

UBS Financial Services – Portfolio Management Program November 2008-August 2018
Senior Portfolio Manager, Wealth Advisor *Washington, DC*

- Experience with high-net-worth families, professional athletes, business owners, corporate retirement plans
- Extensive research into the hiring and firing of money managers on behalf of clients
- Blended fundamental and technical analysis to manage client portfolios with focus on risk mitigation via option strategies, stop orders, and pair trades
- Advised clients on alternative investments such as real estate, venture capital, private equity, managed futures, and hedge funds

Morgan Stanley – Custom Portfolio Group July 2002-November 2008
Associate Vice President, Portfolio Manager, Financial Advisor *Washington, DC*

- Managed team's transfer of client book from Smith Barney, resulting in 90+% retention of asset base
- Designed and implemented team's first risk management and statistical analysis framework
- Increased fee-based revenues on retired partner's business by over 20% within one year
- Significantly grew team use of alternative investments, ETFs, and outside money managers

Smith Barney – Portfolio Management Group November 1999 – July 2002
Financial Advisor *Washington, DC*

- In partnership with senior financial advisor, managed investment portfolios on a discretionary basis
- Developed account monitoring and review system to retain existing clients, expand client base, and increase assets under management
- Created spreadsheets to aid in equity valuation metrics, performance tracking, and investment analysis

EDUCATION

Johns Hopkins University. Washington, DC 2003 to 2007
MBA, Focus: Finance

Washington & Lee University. Lexington, VA 1995 to 1999
Williams School of Commerce, B.S in Business Administration
Activities: Phi Delta Theta fraternity, Peer Counselors

DESIGNATIONS/LICENSURE

- CFA® Charterholder
- CMT® Charterholder
- Life & Health insurance licensed

ADAM L. KNAPP

EMPLOYMENT

Leaders for a Better Louisiana. CEO. Louisiana. 2023 to present. Better Louisiana resulted the merger of Committee of 100 for Economic Development (C100) and Council for a Better Louisiana (CABL).

Detailed responsibilities:

- Spearheaded the C100-CABL merger in 2025, as CEO of C100, where he started in Fall 2023.
- Grown Committee of 100 membership from 130 to 175 members, increasing engagement through advocacy, committee engagement, and new regional and statewide events.
- Led design and passage of key state workforce reforms from 2024 to 2026 including Act 856 ('26), Act 376 ('25), Act 454 ('25), and Act 330 ('24), as well as task forces on work-based learning, career alignment in higher education, and advocacy toward K-12 accountability changes in 2024.
- Raised $300K in private funds to guide development and passage of Act 590 to restructure Louisiana Economic Development in 2024.
- Created Leadership Louisiana Health Fellows program and the Leadership Louisiana Alumni Network, building upon the 35+ years success of Leadership Louisiana.
- Launching Data Benchmarking Project to measure Louisiana's progress annually compared to other states and parishes.

Baton Rouge Area Chamber. President and CEO. 2008 to 2023. BRAC leads economic development for the nine-parish region – Now rebranded as the Greater Baton Rouge Economic Partnership.

Detailed responsibilities:

- Successfully built organization to $6+M annual budget, 30+ person team, and multi-year funding campaign over $20M. Managing interactions with top business funders and Board of Directors.
- Secured hundreds of economic development projects across all nine parishes through award winning business development team, including Site Selection Magazine Top Ten EDOs recognition.
- Driving innovation in economic development practices, using national and local expertise to influence change, especially in years during and after COVID.
- Set vision, strategy, and execution of three five-year strategic plans and fundraising campaigns.
- Involved in every aspect of organization's programs from business development, talent and workforce, marketing, business intelligence/research, major statewide policy and advocacy.
- Lead political relationships for Governor and statewide elected officials, Mayors, Parish Presidents, legislative delegation, school boards, Metropolitan Council.
- Public face of BRAC to media, local/statewide organizations, and speaking engagements.

Louisiana Recovery Authority. Deputy Director. Baton Rouge, Louisiana. October 2005 to 2008.

Detailed responsibilities:

- Organized and launched authority in response to need for a non-political state government focus on long term hurricane recovery issues, in the model of New York's 9/11 recovery agency.
- Managed LRA team, operations and acted as director of recovery policy. Organized LRA Board and managed Board meetings, and managed subject-matter Task Forces with outside experts.

- Helped to secure $10+ billion in federal Community Development Block Grant funds through analysis and recovery program development. Designed disaster recovery programs and policy.

Louisiana Economic Development, State of Louisiana. Policy Director. Baton Rouge, Louisiana. 2004 to 2005. Served in an at-will position reporting to Secretary.

Detailed responsibilities:

- Directed development of state economic policies and managed specific initiatives of the agency. Served as project manager for recruitment prospects, including technology industry projects.
- Developed legislative package for economic development, including creating the Angel Investor Incentive, expanding the R&D Tax Credit, and the Headquarters and Growth Act.
- Served as the LED representative on the Governor's Workforce Competitiveness Task Force, the Housing and Community Development Task Force, and the Governor's designee on the Louisiana Economic Development Council (responsible for *Louisiana: Vision 2020*).

Office of the Governor, State of Louisiana, Economic Development Policy Advisor. Baton Rouge, Louisiana. 2002 to 2004. Served former Governor Mike Foster and Governor Kathleen Blanco.

Detailed responsibilities:

- Researched, crafted, and lobbied economic development legislation including: Quality Jobs Act, Film Production Package, R&D Tax Credit, workforce training funds, and Mega-Projects Authority.
- Co-author on *Louisiana: Vision 2020, 2003 Update*, the state's long range strategic plan. Managed public input process, editing, design and marketing of its release.
- Worked economic development projects: Ex. Union Tank Car, Bollinger Shipyards, Albemarle, etc.
- Managed Governor's Office programs for Incumbent Worker Training Program and allocations of the state's Private Activity Bond Volume Cap program. Liaison with state agencies, higher ed.

Accenture, Consultant, Technology Awareness Group, a division of Accenture Technology Labs. Palo Alto, CA and Chicago, IL. 1997 to 2001. Accenture is a global consulting firm.

Detailed responsibilities included:

- Consultant, liaison between technology start-up executives and Accenture leadership. Established contacts to CEO/CTO level executives throughout the tech and VC industries. Creator of *Epicenter*, a biweekly magazine with 12K subscribers worldwide. Speaker for corporate innovation groups.

EDUCATION

Harvard University, John F. Kennedy School of Government. Executive Education. Senior Executives in State and Local Government.

Davidson College, Davidson, NC. Bachelor of Arts, English. Completed course requirements for a German minor (minors not offered).

Julius-Maximilians Universität, Würzburg, Germany. Study abroad program in language/cultural studies.

SERVICE

Professional: American Chamber of Commerce Executives Board of Directors. US Chamber of Commerce Committee of 100. Regional Economic Alliance of Louisiana (REAL) Past Chair and Board member.
Education: New Schools Baton Rouge Board. Teach for America Greater Baton Rouge Emeritus Board.
Religious: University Presbyterian Church of Baton Rouge, Member of Governing Board.
Community: Rotary Club of Baton Rouge. 100 Black Men of Baton Rouge. State Fair Foundation Board.

APPENDIX 6 - APX.6

Bylaws of Louisiana Community and Technical College Charter School

1. Adopted Bylaws of Louisiana Community and Technical College Charter School. The bylaws establish the requirements the rubric identifies for preliminary review: a board of seven voting directors, with LCTCS appointees capped at three so independent members always hold the majority (§4.2); officers, a Chairperson, Vice Chairperson/Secretary, and Treasurer, appointed annually by the board (Article V); three standing committees, Executive, Governance/Nominating, and Finance, with members appointed by the Chairperson (Article VII); and no fewer than eight board meetings per year, all conducted in accordance with the Open Meetings Law and Public Records Act (§4.8, §4.11(b), §7.6). The bylaws also require an annual financial review by a public accounting firm with the report distributed to every director (§1.4) and bar directors and officers from any interest in school contracts except as La. R.S. 17:3991.1 permits (§8.5).

2. Conflict of Interest Policy. The policy operationalizes the disclosure, recusal, and disinterested-majority approval process described in OPC.23, including annual written disclosure statements (Article VI), procedures for determining and addressing conflicts (Article III), minutes documentation requirements (Article IV), and periodic review of compensation and partner transactions (Articles V and VII).

3. Louisiana Board of Ethics Advisory Opinion (2019). The opinion referenced in the Applicant's OPC.23 disclosure, addressing the applicability of the Louisiana Code of Governmental Ethics to a similar governance arrangement between a charter school governing authority and its corporate partner. The board has reviewed the opinion and will additionally seek its own advisory opinion before executing any agreement with LCTCS (OPC.23).

Also enclosed are four resolutions adopted by the LCTCC Board of Directors on July 20, 2026, each certified by the Board Secretary: adoption of the bylaws contained in this appendix as the original bylaws of the corporation; election of board officers (Dr. W. Chandler LeBoeuf, Chair; Richard Nelson, Treasurer; Tommy Screen, Secretary); authorization of the Board Chair to execute documents, including this application, on the Board's behalf; and adoption of the school's Grievance Policy (Appendix 3), Conflict of Interest Policy (enclosed here), and School Master Plan (Appendix 2).

BY-LAWS OF LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

A Louisiana Non-Profit Corporation

ARTICLE 1. PURPOSE

1.1 General. Louisiana Community and Technical College Charter School (the "Corporation") is organized and constituted as a nonprofit corporation pursuant to the Nonprofit Corporation Law of the State of Louisiana, La. Rev. Stat. § 12:201 *et seq.* intended to be exempt from income taxation under and in accordance with the provisions of Section 501 (c)(3) of the Internal Revenue Code of 1986 (the "Code") and other than a private foundation under Sections 509(a)(1) and 170(b)(1)(A)(iii) of the Code.

1.2 Powers. The Corporation is a non-profit corporation and shall have all of the powers, duties, authorizations and responsibilities as provided in the Louisiana Non-Profit Corporation Law; provided, however, the Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status as a corporation that is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Code, or as corporation contributions to which are deductible under Section 170(a)(1) of the Code, by virtue of being charitable contributions as defined in Section 170(c)(2) of the Code.

1.3 Conduct of Corporate Affairs.

(a) The affairs of the Corporation shall at all times be conducted in a manner consistent with the requirements of the Code, as such requirements affect tax-exempt organizations.

(b) The Corporation shall not carry on, other than as an insubstantial part of its activities, activities that are not in furtherance of its purposes.

1.4 Accounting Review. The Corporation shall employ a public accounting firm to provide an annual audit of the Corporation conducted in accordance with La. R.S. 24:513 and the requirements of the Louisiana Legislative Auditor. All costs and expenses of such review shall be fully paid for by the Corporation. The Corporation shall consult with such accounting firm in order to design and implement bookkeeping methods and practices that will facilitate such review. The report of such accountants shall be distributed to each member of the Board of Directors of the Corporation. The Board of Directors of the Corporation shall have the authority to require a full financial audit of the Corporation.

ARTICLE II. OFFICES

2.1 Principal Office. The principal office of the Corporation in the State of Louisiana shall be at such location in the City of Baton Rouge, East Baton Rouge Parish, State of Louisiana, as may from time to time be determined by the Board of Directors.

2.2 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Louisiana a registered office, and a registered agent as may be required by the Louisiana Non-Profit Corporation Law. The registered office may be, but need not be, identical with the principal office of the Corporation in the State of Louisiana, and the address of the registered office and the identity of the registered agent may be changed from time to time, in accordance with the Louisiana Non-Profit Corporation Law, by the Board of Directors or by an officer of the Corporation so authorized by the Board of Directors.

ARTICLE III. MEMBERS

The Board of Directors shall be taken to be the members of the Corporation and shall exercise all of the rights and powers of the members pursuant to La. R.S. 12:217(c), as it may be amended.

ARTICLE IV. BOARD OF DIRECTORS

4.1 General Powers. The affairs of the Corporation shall be managed by its Board of Directors who will be an equitable representation of the community and students we serve. Such board may exercise all powers granted to the Corporation and do all lawful acts required by the affairs of the Corporation so long as the exercise of such powers and the doing of such acts are consistent with the Corporation's prescribed purposes.

4.2 Number and Qualifications. The number of directors shall be seven (7). Three (3) of the directors ("LCTCS Board Members") shall be appointed at the sole discretion of the Louisiana Community & Technical College System ("LCTCS") for so long as the Memorandum of Understanding by and between the Corporation and LCTCS dated _____, 2026 is in effect and for a tenure determined by the LCTCS. Directors of the Corporation shall not be entitled to compensation for service as directors of the Corporation.

4.3 Tenure. Except for LCTCS Board Members, each Director shall hold office until the next annual meeting of the Board of Directors, and thereafter until his or her successor shall have been appointed and qualified (unless the Board has determined to reduce the number of Directors by amendment of these By-Laws and, for this reason, no successor to the Director in question has been appointed) or until their earlier death, resignation, retirement, disqualification or removal from office.

4.4 Emeritus Status. As a means of recognizing valued service to the Corporation and a means of maintaining mutually beneficial contact between the Corporation and senior or retiring board members, emeritus status is recognized. Upon approval by the board, the senior or retiring board member shall be appointed to emeritus status. This will be an honorary title, allowing such individuals to participate in board meetings as non-members.

4.5 Annual Meeting.

(a) Directors. Except for LCTCS Board Members, each Director for the ensuing year shall be appointed at the annual meeting by the then serving Board of Directors of the Corporation.

(b) The annual meeting of the Board of Directors shall be held at the first meeting of each new fiscal year, as is determined by the Board.

4.6 Removal. Except for LCTCS Board Members, any Director may be removed from the Board of Directors of the Corporation by a majority of the then serving Directors, but such removal shall be without prejudice to the contract rights, if any, of the director so removed. The appointment of a director shall not of itself create any contract rights in such director.

4.7 Vacancies. Except for LCTCS Board Members, any vacancy occurring in the Board of Directors shall be filled, by a vote of the board at any regular board meeting to fill the vacancy. A director appointed to fill a vacancy shall be appointed for the unexpired term of his or her predecessor in office.

4.8 Regular Meetings. The Board of Directors shall meet no fewer than eight (8) meetings per year.

4.9 Special Meetings. Special meetings of the Board of Directors may be called by or at the written request of the Chairperson and any two (2) directors. The person or persons authorized to call special meetings of the Board may fix any place within the State of Louisiana as the place for holding any special meetings of the Board called by them, and the notice of the meeting shall state the time and place of the meeting. Special meetings of the Board of Directors may also be called by the Chairperson or any two (2) directors, at any time, to fill vacancies or to increase the membership of the Board of Directors after amendment of these By-Laws. The same procedure applicable in Section 4.5 hereof for the annual meeting and appointment of directors shall be utilized for special meetings to fill any vacancies, or to increase the membership of the Board.

4.10 Resignation. Each director shall have the right to resign at any time upon written notice thereof to the Chairperson or Vice Chairperson of the Corporation. Unless otherwise specified in the notice, the resignation shall take effect upon the appointment and qualification of the successor to such resigning director.

4.11 Notice.

(a) Method and Timing. Notice of any special meeting of the Board of Directors shall be given at least two (2) business days prior to the meeting by written notice delivered personally or sent by mail or email to each director at his or her address as shown by the records of the Corporation or by telephone in the manner provided below. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid.

(b) All annual, regular, special and committee meetings of the Board of Directors shall be held in accordance with La. R.S. 42:1, et. seq., including, but not limited to, the Louisiana Open Meetings Law and the Louisiana Public Records Law.

4.12 Quorum. A majority of the total number of members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the board.

4.13 Manner of Acting. The act of a majority of directors shall be the act of the Board of Directors, unless the act of a greater number is required by law, by the Articles of Incorporation, or by these By-Laws.

4.14 Procedure; Minutes. At meetings of the Board of Directors, business shall be transacted in such order as the Board of Directors may determine from time to time. The Vice Chairperson/Secretary shall act as Secretary for the meeting, Meeting minutes may be recorded by a third party appointed by and under the direction of the Vice Chairperson/Secretary. The Vice Chairperson/Secretary of the meeting shall prepare or oversee the preparation of the minutes of the meeting and after board approval, placed in the minute books of the Corporation.

ARTICLE V. OFFICERS

5.1 Officers. The officers of the Corporation shall be chosen by the Board of Directors and shall consist of a Chairperson, a Vice Chairperson/Secretary, a Treasurer, and such other officers as may be appointed in accordance with the provisions of this Section. The Board of Directors may appoint such other officers, including one (1) or more Assistant Secretaries, and one (1) or more Assistant Treasurers, for such terms as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two (2) or more offices may be held by the same person, except the offices of Chairperson and Vice Chairperson/Secretary.

5.2 Appointment and Term of Office. The officers of the Corporation shall be appointed annually by the Board of Directors at the regular meeting of the Board. If the appointment of officers shall not be made at such meeting, such appointment shall be made as soon thereafter as possible. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor, if any, shall have been duly appointed and qualified or until their earlier death, resignation, retirement, disqualification, or removal from office and/or they have exceeded their term limit.

5.3 Removal. Any officer appointed by the Board of Directors may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Appointment of an officer shall not of itself create any contract rights in such officer unless otherwise provided in the Articles of Incorporation or these By-Laws.

5.4 Vacancies. A vacancy occurring in any office due to death, resignation, retirement, disqualification, removal, or other cause, may be filled by the Board of Directors for the unexpired portion of the term of office left vacant.

5.5 Chairperson. The Chairperson shall preside over all meetings of the Board of Directors and shall perform all duties customarily incident to the office of Chairperson, together with such additional duties and authority as may be delegated or prescribed by the Board of Directors from time to time. The Chairperson shall be responsible for implementing and overseeing the execution of the policies and directives duly adopted by the Board of Directors. Except as otherwise expressly provided by the Board of Directors, the Chairperson hereby delegates to the School Leader full authority and responsibility for the day-to-day administration, management, and operation of the School, subject to the oversight of the Board of Directors and in accordance with applicable law, the Charter, and Board policy. Further, the Chairperson may sign, with the Vice Chairperson/Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized, generally or specifically, to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors, by these By-Laws, or by law, to some other officer or agent of the Corporation.

5.6 Vice Chairperson/Secretary. The Vice Chairperson/Secretary shall keep the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these By- Laws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents that may be executed on behalf of the Corporation under its seal as duly authorized by the provisions of these By-Laws; serve as the Chairperson in the absence of the Chairperson; and in general, perform all duties incident to the office of Vice Chairperson/Secretary and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board of Directors. Notwithstanding the foregoing, the corporate seal shall not be required to create a valid and binding obligation of or against the Corporation, unless otherwise prescribed by law.

5.7 Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such monies in the name of the Corporation in such bank, trust companies, or other depositories as shall be selected by the Board of Directors; and, in general, perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board of Directors. In addition to fulfilling the foregoing duties, the Treasurer shall render to the Chairperson and the Board of Directors, at the regular meeting of the Board, or when the Board so requires, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation.

5.8 Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers, if any, shall give bonds for the faithful discharge of their duties

in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, if any, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Vice Chairperson/Secretary or by the Chairperson or the Board of Directors.

5.9 Compensation of Officers. No officer shall be entitled to a salary for his or her service to the Corporation, however; an officer shall be entitled to the payment or reimbursement by the Corporation of expenses; provided that such expense payment or reimbursement shall be made only in respect to expenses incurred by such officer which are reasonable and necessary to carrying out the purposes of the Corporation and shall not be excessive in amount.

ARTICLE VI. AGENTS AND REPRESENTATIVES

The Board of Directors may appoint such agents, representatives, and manager of the Corporation to perform such acts or duties on behalf of the Corporation, and give to such agents, representatives and managers such powers, as the Board of Directors may see fit, so far as may be consistent with the Articles of Incorporation or these By-Laws and to the extent authorized or permitted by law.

ARTICLE VII. COMMITTEES

7.1 Committees of Directors. The Board of Directors, by resolution adopted by a majority of the directors, may designate one or more committees, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Each such committee shall consist of two (2) or more persons, all of whom are directors. The designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed on it, him or her by law.

7.2 Committees. Committees not having and exercising the authority, responsibility, or duties of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by the Board. Except as otherwise provided in such resolution, members of each such committee need not be directors of the Corporation. The Chairperson of the Corporation shall appoint the members thereof. Any member thereof may be removed by the Chairperson whenever in the Chairperson's judgment the best interests of the Corporation shall be served by such removal. There will be three (3) standing committees:

- Executive Committee — consisting of the Chairperson, Vice Chair/Secretary, Treasurer, Chair of the Governance/Nominating Committee and Chair of the Finance Committee
- Governance/Nominating Committee — Appointed by the Chairperson
- Finance Committee — Appointed by the Chairperson

7.3 Term of Office. Each member of a committee of directors or advisory board or committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his or her successor is appointed, unless the board or committee is sooner

terminated, or unless such member is removed from such board or committee or unless such member shall cease to qualify as a member thereof.

7.4 Chairperson. Unless otherwise designated by these By-Laws, one or more members of each directors' committee or advisory board or committee shall be appointed Chairperson, or co-Chairperson, by the person or persons authorized to appoint the members thereof.

7.5 Vacancies. Vacancies in the membership of any committee of directors or advisory board or committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

7.6 Notice. All annual, regular, special and committee meetings of the Board of Directors shall be held in accordance with La. R.S. 42:1, *et. seq.*, including, but not limited to, the Louisiana Open Meetings Law and the Louisiana Public Records Law.

7.7 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum, and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

7.8 Rules. Each committee may adopt rules for its own government not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

ARTICLE VIII. CONTRACTS, DEPOSITS AND FUNDS

8.1 Contracts. The Board of Directors may authorize any officer or officers, or agent or agents, of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

8.2 Checks, Drafts or Orders for Payment. All checks, drafts, or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, or agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chairperson and countersigned by the Treasurer of the Corporation.

8.3 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

8.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the Corporation.

8.5 Except to the extent permitted by La. R.S. 17:3991.1, Directors and officers shall not be permitted to maintain a direct or indirect interest in any contract relating to or incidental to the operations of the Corporation. Notwithstanding any provision contained herein, no contract, transaction, or act shall be taken on behalf of the Corporation if such contract, transaction, or act would result in denial of the Corporation's exemption from federal income taxation or subject the Corporation to intermediate sanctions under the Code and its regulations, as they now exist or as they may hereafter be amended. In no event, however, shall any person or entity dealing with the Board of Directors or officers of the Corporation be obligated to inquire into the authority of the Board and officers to enter into and consummate any contract, transaction or other action taken.

8.6 Investments. The Corporation shall have the right to retain all or any part of any property, real, personal, tangible or intangible, acquired by it in whatever manner, and pursuant to the direction and judgment of the Board of Directors, to invest and reinvest any funds, and hold, sell, hypothecate, or lease any property held by it without being restricted to the class of investments available to directors by law or any similar restriction; provided, however, that no action shall be taken by or on behalf of the Corporation if such action would result in denial of the Corporation's exemption from federal income taxation or subject the Corporation to intermediate sanctions under the Code or its regulations, as they now exist or as they may hereafter be amended. The Corporation may retain all or any part of any property acquired or held by it regardless of risks, productivity or lack of diversification.

8.7 Exempt Activities. Notwithstanding any other provision of these By-Laws, no director, officer, employee or representative of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation which is not permitted to be taken or carried on by an organization exempt from federal income taxation under Section 501(a) and (c)(3) of the Code, and its regulations, as they now exist or as they may hereafter be amended, or by organization contributions to which are deductible under Section 170(a)(1) of the Code of its regulations, as they now exist or as they may hereafter be amended, by virtue of being charitable contributions as defined in Section 170(c)(2) of the Code of its regulations, as they now exist or as they may hereafter be amended.

ARTICLE IX. MISCELLANEOUS

9.1 Books and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having authority of the Board of Directors.

9.2 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and shall end on June 30 of the following year.

9.3 Corporate Seal. The Board of Directors may provide a corporate seal in such form as may be determined by the Board.

9.4 Voting Shares of Other Corporations. Unless otherwise ordered by the Board of Directors, the Chairperson shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of shareholders of any corporation in which this

Corporation may hold shares, and at any such meeting may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this Corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

9.5 Invalid Provisions. If any part of these By-Laws shall be held invalid or inoperative for any reason, the remaining parts, so far as it is possible and reasonable, shall remain valid and operative.

9.6 Headings. The headings used in these By-Laws are for convenience only and do not constitute matter to be construed in the interpretation of these By-Laws.

ARTICLE X. AMENDMENTS

These By-Laws may be amended, repealed, or added to, or new By-Laws may be adopted, by two-thirds (2/3) vote of the Board of Directors.

CERTIFICATE

I HEREBY CERTIFY that the foregoing By-Laws were adopted by the unanimous written consent of the Board of Directors on the __ day of _____, 2026.

_____
Secretary

LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Louisiana Community and Technical College Charter School (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director or member of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person**

Any member, director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. Subject to Section 8.5 of the Bylaws of the Organization, if a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Louisiana Law Controls

Notwithstanding any other provision of this policy, no transaction prohibited by the Louisiana Code of Governmental Ethics (La. R.S. 42:1101 et seq.) or by Section 8.5 of the Corporation's Bylaws may be authorized under this Article. Transactions with the Louisiana Community and Technical College System or its colleges are entered into only as permitted by La. R.S. 17:3991.1, at arm's length, with disclosure and recusal of interested directors recorded in the minutes.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain (1) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed; and (2) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each member, director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person (1) has

received a copy of the conflicts of interest policy, (2) has read and understands the policy, (3) has agreed to comply with the policy, and (4) understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (1) whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining, and (2) whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

STATE OF LOUISIANA
DEPARTMENT OF STATE CIVIL SERVICE
LOUISIANA BOARD OF ETHICS
P. O. BOX 4368
BATON ROUGE, LA 70821
(225) 219-5600
FAX: (225) 381-7271
1-800-842-6630
www.ethics.la.gov

April 16, 2019

Mr. Marshall Hevron
Adams and Reese, LLP
701 Poydras Street
Suite 4500
New Orleans, Louisiana 70139

Re: Ethics Board Docket No. 2019-326

Dear Mr. Hevron:

The Louisiana Board of Ethics, at its April 12, 2019 meeting, considered your request for an advisory opinion as to whether employees of Ochsner Medical Center ("Ochsner") may serve on the Discovery Health Sciences Charter School Board ("Discovery") while Ochsner and Discovery have a partnership agreement.

FACTS PROVIDED

You stated that the Discovery Health Sciences Academy is a charter school in Jefferson Parish. Discovery has a wait list with over 1,000 families seeking admission to the school. In order to meet this demand, Discovery intends to open a new campus to reach more students. Discovery's new campus will be located in Shrewsbury, which is an economically distressed neighborhood near the Ochsner Medical Center. Ochsner has a history of partnering with the neighborhood to help the community.

Ochsner Health System is Louisiana's largest non-profit, academic, healthcare system. Ochsner intends to invest $10.4 million to finance and manage the construction of the new Discovery school campus; therefore, there will be no cost to the Jefferson Parish School Board. Ochsner will also assist in programs to enhance the educational experience for students in Discovery's health sciences curriculum.

In furtherance of its commitment to the success of the school, employees of Ochsner seek to serve as members of the Discovery Charter School Board. Through this representation on the school board, Ochsner will be able to provide employees possessing expertise that would be particularly useful to a school with a science, technology, engineering and math (STEM) focus. The Ochsner employee board members would be salaried; however, their compensation would not be affected by their service on the Discovery school board or by the partnership between Ochsner and Discovery.

AN EQUAL OPPORTUNITY EMPLOYER

LAW

La. R.S. 17:3991.1A provides that the legislature finds and declares that (1) the economic vitality of the state is dependent upon the education of its people, including its current and future workforce; (2) The performance of Louisiana's public education system is critical in providing every Louisiana child with the ability to graduate equipped to enter college or the workplace, obtain a rewarding and self-sustaining career, and contribute to society in meaningful ways; (3) High-quality educational options are essential to the academic growth of Louisiana's students and the ability of the state to attract businesses, a highly talented workforce, and expand existing businesses; and, (4) Partnerships between businesses and the state's public education system can result in positive outcomes for children, providing much needed resources for schools and rich experiences for students to help prepare them to be effective employees and productive citizens.

La. R.S. 17:3991.1B provides (1) notwithstanding geographic or other requirements for enrollment contained in this Chapter, a charter agreement may provide, initially or by amendment, for the enrollment of and an enrollment preference for dependent children of permanent employees of a corporate partner as defined by Subsection C of this Section. Up to fifty percent of the school's maximum enrollment may be reserved for the enrollment of such children. The charter agreement shall specify both the school's maximum enrollment and the maximum proportion set aside for implementation of this enrollment preference; and, (2) a **charter agreement may provide, initially or by amendment, for a corporate partner to have representation on its governing or management board; however, such representation may not constitute a majority of the board. Such membership is subject to all other provisions of law except any contrary provision in this Chapter**.

La. R.S. 17:3991.1C provides for purposes of this Section, a corporate partner is any legal entity, whether for profit or not for profit, registered with the secretary of state, except a corporation identified in R.S. 18:1505.2(L)(3), that has, acting individually or as part of a consortium of corporations, donated one or more of the following to the school: (1) The land on which the school is built; (2) The school building or the space the school occupies. If the corporate partner is leasing the building or space to the school, the enrollment preference or board membership may only be provided in the charter agreement if the lease provides that the building or space is made available without cost and if the term of the lease is not less than the duration of the charter agreement; or,(3) Major renovations to the existing school building or other capital improvements including major investments in technology. For purposes of this Paragraph, a major renovation to the existing school building means changes that provide significant opportunities for substantial improvement including but not limited to a structural change to the foundation, roof, floor, or interior or exterior walls or extension of an existing facility to increase its floor area; or an extensive alteration of an existing facility, such as a change in its function or purpose, even if such renovation does not include any structural change to the facility. A major investment in technology includes but is not limited to a

donation of hardware, software, Internet access, Internet hardware, enterprise systems, software licenses, smart board technology, or audiovisual equipment. The value of a major renovation or of an investment of technology shall be equal to at least fifty percent of the per pupil allocation of state funds by the minimum foundation program formula for that year for the parish in which the school is located multiplied by the school's enrollment as defined in the charter agreement.

La. R.S. 42:1111C(2)(d) provides that no public servant and no legal entity in which the public servant exercises control or owns an interest in excess of twenty-five percent, shall receive any thing of economic value for or in consideration of services rendered, or to be rendered, to or for any person during his public service unless such services are: (d) Neither performed for nor compensated by any person or from any officer, director, agent, or employee of such person, if such public servant knows or reasonably should know that such person has or is seeking to obtain contractual or other business or financial relationships with the public servant's agency; conducts operations or activities which are regulated by the public employee's agency; or has substantial economic interests which may be substantially affected by the performance or nonperformance of the public employee's official duty.

La. R.S. 42:1111A prohibits a public employee from receiving anything of economic value, other than compensation and benefits from the governmental entity to which he is duly entitled, for the performance of the duties and responsibilities of his office or position.

La. R.S. 42:1111E(1) provides that no public servant, and no legal entity of which such public servant is an officer, director, trustee, partner, or employee, or in which such public servant has a substantial economic interest, shall receive or agree to receive any thing of economic value for assisting a person in a transaction, or in an appearance in connection with a transaction, with the agency of such public servant.

La. R.S. 42:1114 provides that each public servant and each member of his immediate family who derives anything of economic value, directly, through any transaction involving the agency of such public servant or who derives any thing of economic value of which he may be reasonably expected to know through a person which (1) is regulated by the agency of such public servant, or (2) has bid on or entered into or is in any way financially interested in any contract, subcontract, or any transaction under the supervision or jurisdiction of the agency of such public servant shall disclose certain information as set forth in Section 1114.

La. R.S. 42:1124.3 requires persons holding a public office who represent a voting district having a population of less than 5,000 and each member of the governing authority or management board of a charter school created pursuant to Chapter 42 of Title 17 of the Louisiana Revised Statutes of 1950 to file a financial disclosure statement on or before May 15th of each year during which the person holds office and the year following termination of the holding of such office.

April 16, 2019
Ethics Board Docket No. 2019-326
Mr. Marshall Hevron
Page 4

CONCLUSION

The Board concluded, and instructed me to inform you, that the Code of Governmental Ethics would not prohibit employees of Ochsner Medical Center from serving as members of the Discovery Heath Sciences Charter School Board while there is a partnership agreement between Ochsner and Discovery. La. R.S. 17:3991.1 provides an exception to the prohibitions found in La. R.S. 42:1111C(2)(d). Therefore, the employees of Ochsner are not prohibited from receiving a thing of economic value for services rendered to Ochsner while the employees serve as members of the Discovery charter school board at a time when there is a partnership agreement between Ochsner and Discovery.

The Board also instructed me to inform you that the Ochsner employee members of the Discovery charter school board will be required to file annual financial disclosure statements with the Board of Ethics pursuant to La. R.S. 42:1114 and file annual personal financial disclosure statements with the Board of Ethics pursuant to La. R.S. 42:1124.3.

In addition, the Board also instructed me to advise you that although La. R.S. 42:1111C(2)(d) would not prohibit Ochsner employees from serving on the Discovery charter school board, that the employees should be aware that other provisions in the Ethics Code may be applicable in addition to the disclosure requirements. In particular, La. R.S. 42:1111A and 1111E(1) would require the Ochsner employees to take leave to attend business of the charter school board as Ochsner would be prohibited from paying its employees to perform their public duties as members of a charter school board or for assisting Ochsner in its partnership with Discovery.

The Board also directed me to advise you that as additional situations arise that may be affected by the provisions in the Cod of Ethics, the affected employees may request an advisory opinion for additional guidance on the application of Code of Ethics.

This advisory opinion is based solely on the facts as set forth herein. Changes to the facts as presented may result in a different application of the provisions of the Code of Ethics. The Board issues no opinion as to past conduct or as to laws other than the Code of Governmental Ethics. If you have any questions, please contact me at (800) 842-6630 or (225) 219-5600.

Sincerely,

LOUISIANA BOARD OF ETHICS

Tracy M. Barker
For the Board

RESOLUTION
THE BOARD OF DIRECTORS
OF
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

ADOPTION OF BOARD BYLAWS

WHEREAS, The Louisiana Community and Technical College Charter School is a Louisiana nonprofit corporation ("Corporation") duly organized and validly existing under and pursuant to the laws of the State of Louisiana, La. R.S. 12:201 et seq.; and

WHEREAS, pursuant to Louisiana law the affairs of the Corporation are to be managed by or under the direction of its Board of Directors ("Board"); and

WHEREAS, Louisiana law authorizes the Corporation to adopt bylaws governing the regulation and management of the Corporation's affairs, provided such bylaws are not inconsistent with the Corporation's Articles of Incorporation or applicable law; and

WHEREAS, the members of the Board have reviewed the proposed original Bylaws of the Corporation and have determined that adoption of such Bylaws is in the best interests of the Corporation and necessary for the orderly governance and administration of its affairs; and

NOW THEREFORE BE IT RESOLVED, that the Bylaws attached hereto as Exhibit A and incorporated herein by reference are hereby adopted as the original Bylaws of the Corporation;

BE IT FURTHER RESOLVED, that this resolution be effective immediately upon adoption; and

BE IT FURTHER RESOLVED, that the Secretary of the Corporation is directed and authorized to certify that the attached Bylaws were duly adopted by the Board and to maintain the Bylaws as an official corporate record; and

BE IT FURTHER RESOLVED, that all actions previously taken by the incorporators, initial directors, or officers of the Corporation that are consistent with the Bylaws adopted by this resolution are hereby reviewed, accepted and ratified; and

IN WITNESS WHEREOF, I, the undersigned, hereby certify that I am the duly elected and acting Secretary of the Louisiana Community and Technical College Charter School, a Louisiana non-profit corporation, and that the foregoing is a true and correct copy of a resolution adopted by the Board on the 20th day of July, 2026, and that the above has not been modified, rescinded or revoked and remains in full force and effect.

(Signature Page Follows)

Tommy Screen (Jul 20, 2026 11:51:06 CDT)

Tommy Screen
Secretary
Louisiana Community and
Technical College Charter
School Board

Board Approval

The undersigned Directors consent to and approve the foregoing Resolution.

W. Chandler LeBoeuf	W. Chandler LeBoeuf W. Chandler LeBoeuf (Jul 20, 2026 11:51:51 CDT)	07/20/2026
Director	**Signature**	**Date**
Richard Nelson		07/20/2026
Director	**Signature**	**Date**
Tommy Screen	Tommy Screen (Jul 20, 2026 11:57:28 CDT)	07/20/2026
Director	**Signature**	**Date**

LCTCCS Board Resolution - Bylaw Adoption

Final Audit Report 2026-07-20

Created:	2026-07-20 (Central Daylight Time)
By:	Katie Waldrop (katiewaldrop@lctcs.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARpLDVvtVs7-lao8ZEY71mzOfABq4KrC0

"LCTCCS Board Resolution - Bylaw Adoption" History

Document created by Katie Waldrop (katiewaldrop@lctcs.edu)
2026-07-20 - 11:46:36 AM CDT- IP address: 76.165.120.2

Document emailed to Tommy Screen (tommyscreen@lctcs.edu) for signature
2026-07-20 - 11:49:09 AM CDT

Email viewed by Tommy Screen (tommyscreen@lctcs.edu)
2026-07-20 - 11:50:34 AM CDT- IP address: 104.47.70.126

Document e-signed by Tommy Screen (tommyscreen@lctcs.edu)
Signature Date: 2026-07-20 - 11:51:06 AM CDT - Time Source: server- IP address: 76.165.120.2 - Signature Appearance Selected: DRAW

Document emailed to chandlerleboeuf@lctcs.edu for signature
2026-07-20 - 11:51:08 AM CDT

Email viewed by chandlerleboeuf@lctcs.edu
2026-07-20 - 11:51:29 AM CDT- IP address: 104.47.58.126

Signer chandlerleboeuf@lctcs.edu entered name at signing as W. Chandler LeBoeuf
2026-07-20 - 11:51:49 AM CDT- IP address: 65.140.96.105

Document e-signed by W. Chandler LeBoeuf (chandlerleboeuf@lctcs.edu)
Signature Date: 2026-07-20 - 11:51:51 AM CDT - Time Source: server- IP address: 65.140.96.105 - Signature Appearance Selected: TYPE

Document emailed to richardnelson@lctcs.edu for signature
2026-07-20 - 11:51:53 AM CDT

Email viewed by richardnelson@lctcs.edu
2026-07-20 - 11:52:09 AM CDT- IP address: 104.47.55.126

Signer richardnelson@lctcs.edu entered name at signing as Richard Nelson
2026-07-20 - 11:52:40 AM CDT- IP address: 76.165.120.2

LOUISIANA

Powered by
Adobe
Acrobat Sign

Document e-signed by Richard Nelson (richardnelson@lctcs.edu)

Signature Date: 2026-07-20 - 11:52:42 AM CDT - Time Source: server- IP address: 76.165.120.2 - Signature Appearance Selected: IMAGE

Document emailed to Tommy Screen (tommyscreen@lctcs.edu) for signature

2026-07-20 - 11:52:44 AM CDT

Email viewed by Tommy Screen (tommyscreen@lctcs.edu)

2026-07-20 - 11:57:08 AM CDT- IP address: 104.47.55.126

Document e-signed by Tommy Screen (tommyscreen@lctcs.edu)

Signature Date: 2026-07-20 - 11:57:28 AM CDT - Time Source: server- IP address: 76.165.120.2 - Signature Appearance Selected: DRAW

Agreement completed.

2026-07-20 - 11:57:28 AM CDT

LOUISIANA

Powered by
Adobe
Acrobat Sign

RESOLUTION
THE BOARD OF DIRECTORS
OF
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

ELECTION OF BOARD OFFICERS

WHEREAS, The Louisiana Community and Technical College Charter School is a Louisiana nonprofit corporation ("School") duly organized and validly existing under and pursuant to the laws of the State of Louisiana; and

WHEREAS, pursuant to the Board Bylaws Article IV, the Board of Directors of the School ("Board") is the governing body of the School; and

WHEREAS, pursuant to the Board Bylaws Article IV, the Board is authorized to oversee the business and affairs of the School; and

WHEREAS, pursuant to the Board Bylaws Article V, the Board shall designate officers of the Board; and

NOW THEREFORE BE IT RESOLVED, that the Board elects Dr. W. Chandler LeBoeuf, the Chair of the Louisiana Community and Technical College Charter School Board; and

BE IT FURTHER RESOLVED, that the Board elects Mr. Richard Nelson, the Treasurer of the Louisiana Community and Technical College Charter School Board; and

BE IT FURTHER RESOLVED, that the Board elects Mr. Tommy Screen, the Secretary of the Louisiana Community and Technical College Charter School Board; and

IN WITNESS WHEREOF, the School has caused the document to be signed by its duly authorized officer, on the date before written.

BE IT KNOWN, that on the 20th day of July, 2026 the undersigned personally came and appeared:

Tommy Screen (Jul 20, 2026 11:06:48 CDT)
Tommy Screen
Secretary
Louisiana Community and Technical College Charter School Board

W. Chandler LeBoeuf
W. Chandler LeBoeuf (Jul 20, 2026 11:29:21 CDT)
Dr. W. Chandler LeBoeuf
Chair
Louisiana Community and Technical College Charter School Board

LCTCCS Board Resolution - ELECTION OF OFFICERS

Final Audit Report 2026-07-20

Created:	2026-07-20 (Central Daylight Time)
By:	Katie Waldrop (katiewaldrop@lctcs.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMy54WBKWLJab1oGwKrlxwjFYzeYRj42U

"LCTCCS Board Resolution - ELECTION OF OFFICERS" History

Document created by Katie Waldrop (katiewaldrop@lctcs.edu)
2026-07-20 - 11:00:54 AM CDT- IP address: 76.165.120.9

Document emailed to Tommy Screen (tommyscreen@lctcs.edu) for signature
2026-07-20 - 11:03:01 AM CDT

Email viewed by Tommy Screen (tommyscreen@lctcs.edu)
2026-07-20 - 11:06:17 AM CDT- IP address: 104.47.70.126

Document e-signed by Tommy Screen (tommyscreen@lctcs.edu)
Signature Date: 2026-07-20 - 11:06:48 AM CDT - Time Source: server- IP address: 76.165.120.2 - Signature Appearance Selected: DRAW

Document emailed to chandlerleboeuf@lctcs.edu for signature
2026-07-20 - 11:06:50 AM CDT

Email viewed by chandlerleboeuf@lctcs.edu
2026-07-20 - 11:29:03 AM CDT- IP address: 104.47.58.126

Signer chandlerleboeuf@lctcs.edu entered name at signing as W. Chandler LeBoeuf
2026-07-20 - 11:29:19 AM CDT- IP address: 65.140.96.105

Document e-signed by W. Chandler LeBoeuf (chandlerleboeuf@lctcs.edu)
Signature Date: 2026-07-20 - 11:29:21 AM CDT - Time Source: server- IP address: 65.140.96.105 - Signature Appearance Selected: TYPE

Agreement completed.
2026-07-20 - 11:29:21 AM CDT

LOUISIANA

Powered by
Adobe
Acrobat Sign

RESOLUTION
THE BOARD OF DIRECTORS
OF
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

ADOPTION OF POLICIES

WHEREAS, The Louisiana Community and Technical College Charter School is a Louisiana nonprofit corporation ("School") duly organized and validly existing under and pursuant to the laws of the State of Louisiana; and

WHEREAS, pursuant to the Board Bylaws Article IV, the Board of Directors of the School ("Board") is the governing body of the School; and

WHEREAS, pursuant to the Board Bylaws Article IV, the Board is authorized to oversee the business and affairs of the School; and

WHEREAS, the Board has determined that the adoption and maintenance of School policies are necessary and appropriate to provide for the orderly management and operation of the School; and

NOW THEREFORE BE IT RESOLVED, that the attached Louisiana Community and Technical College Charter School Grievance Policy (Exhibit A) is hereby duly adopted and authorized; and

BE IT FURTHER RESOLVED, that the attached Louisiana Community and Technical College Charter School Conflict of Interest Policy (Exhibit B) is hereby duly adopted and authorized; and

BE IT FURTHER RESOLVED, that the attached Louisiana Community and Technical College Charter School Master Plan (Exhibit C) is hereby duly adopted and authorized; and

BE IT FURTHER RESOLVED, that this resolution be effective immediately upon adoption.

IN WITNESS WHEREOF, the School has caused the document to be signed by its duly authorized officer, on the date before written.

BE IT KNOWN, that on the 20th day of July, 2026 the undersigned personally came and appeared:

Tommy Screen
Secretary
Louisiana Community and
Technical College Charter
School Board

RESOLUTION
THE BOARD OF DIRECTORS
OF
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE CHARTER SCHOOL

AUTHORIZING BOARD CHAIR TO ACT ON BEHALF OF BOARD

WHEREAS, The Louisiana Community and Technical College Charter School is a Louisiana nonprofit corporation ("School") duly organized and validly existing under and pursuant to the laws of the State of Louisiana; and

WHEREAS, pursuant to applicable law, its Articles of Incorporation and Article IV of its Board Bylaws, the Board of Directors of the School ("Board") is responsible for the governance of the School; and

WHEREAS, pursuant to Article IV of the Board Bylaws, the Board is authorized to oversee the business and affairs of the School; and

WHEREAS, the Board finds that it is in the best interest of the Corporation to designate an authorized officer to execute documents and instruments necessary to implement actions duly approved by the Board; and

WHEREAS, the Board desires to authorize the Chair of the Board to execute such documents on behalf of the Corporation, subject to the limitations set forth herein; and

NOW THEREFORE BE IT RESOLVED, that the Chair of the Board is hereby authorized and directed to execute, acknowledge, and deliver, on behalf of the Corporation, all contracts, agreements, resolutions, certifications, affidavits, governmental filings, applications, and other documents necessary or appropriate to carry out and implement any action that has been duly approved by the Board.

BE IT FURTHER RESOLVED, that this authorization extends solely to documents that are consistent with and necessary to implement actions previously approved by the Board and shall not be construed as delegating to the Chair the authority to approve matters that require Board approval under applicable law, the Articles of Incorporation, the Bylaws, Board policy, or any applicable charter or contractual obligation.

BE IT FURTHER RESOLVED, that this resolution be effective immediately upon adoption.

BE IT KNOWN, that on the 20th day of July, 2026 the undersigned personally came and appeared:

Tommy Screen
Secretary
Louisiana Community and
Technical College Charter
School Board

APPENDIX 7 - APX.7

Financial Manager Qualifications

LCTCC's Back-Office Financial Manager.
O'Brien Services, LLC Executive Resume: Dustii Angelle O'Brien, Owner (Lafayette). Back-office financial manager: accounting, bookkeeping, AP/AR, payroll and contractor payment coordination, reconciliations, budget tracking, board-ready reporting. Founded 2014; foundation clients include LCTC Foundation, SoLAcc Foundation, NLTCC Foundation. Degree: BA Mass Communications (ULL); no CPA.

LCTCC's Independent Auditor.
Martin and Pellegrin, CPAs (PC) Firm Profile and Resumes: Located in Houma, founded 1987; partners Pernell J. Pellegrin, CPA and Richard C. Martin, CPA; 18 professional staff; dedicated audit team (Britt Pellegrin CPA senior + supervisors Waguespack, Aucoin, Thornton); concentration in governmental/not-for-profit/educational audits incl. Single Audit under Uniform Guidance.

O'BRIEN SERVICES, LLC

Dustii Angelle O'Brien, Owner

EXECUTIVE PROFILE

Experienced accounting, business management, and administrative professional with a strong background supporting private businesses, non-profit organizations, foundations, legal offices, oil and gas companies, investment entities, and creative service companies. Owner of O'Brien Services, LLC since January 2014, providing hands-on financial management, bookkeeping, reporting, operational support, and executive-level business administration.

Known for accuracy, confidentiality, organization, and the ability to manage complex financial and administrative details across multiple industries. Skilled in supporting owners, executives, boards, and management teams with reliable financial information, organized records, and clear reporting for decision-making. Demonstrates a strong commitment to civic responsibility and community service through involvement as a Sustaining Member of The Junior League of Lafayette.

CORE COMPETENCIES

Accounting & Financial Management Bookkeeping | Financial Reporting | Accounts Payable & Receivable | Bank & Credit Card Reconciliations | Budget Tracking | Expense Management | Payroll & Contractor Payment Support	**Business & Operations Management** Business Administration | Office Operations | Vendor & Client Relations | Confidential Records Management | Workflow Organization | Process Improvement
Non-Profit & Foundation Support Donor-Restricted Fund Tracking | Board-Ready Financial Reporting | Foundation Administration | Non-Profit Accounting Support | Leadership & Board Reporting	**Industry Experience** Legal | Oil & Gas | Private Business | Non-Profit | Foundation | Investment | Creative Services | Restaurant & Hospitality-Related Clients

PROFESSIONAL EXPERIENCE

Owner / Accounting & Business Management Consultant January 2014 - Present

O'Brien Services, LLC *Lafayette, LA*

Provide accounting, bookkeeping, financial reporting, business administration, and operational management support for clients across multiple industries, including non-profit organizations, foundations, legal services, oil and gas, investment entities, creative businesses, restaurants, hospitality-related businesses, and entrepreneurial companies.

- Manage day-to-day accounting and business operations for a diverse client base.
- Prepare and maintain accurate financial records, reports, invoices, payments, deposits, and reconciliations.
- Handle accounts payable, accounts receivable, vendor payments, expense tracking, and financial documentation.
- Support business owners, executives, and board leadership with organized reporting and financial information.
- Prepare financial summaries, budget reports, expense breakdowns, and board-ready documents.
- Assist with donor-restricted and unrestricted fund tracking for non-profit and foundation clients. Maintain organized records for tax preparation, compliance, reporting, and internal review.
- Communicate with vendors, clients, board members, employees, and leadership while improving administrative workflows and financial organization.
- Provide confidential and detail-oriented support in fast-paced professional environments.

REPRESENTATIVE CLIENT EXPERIENCE

Through O'Brien Services, LLC, provided accounting, bookkeeping, financial reporting, business administration, and operational support for clients including:

LDB Studio, Inc.	Nashville, TN
CK Studio, LLC	Nashville, TN
KFred Seasoning, LLC	Lafayette, LA
Arrive & Thrive, LLC	Nashville, TN; Springfield, IL; Los Angeles, CA; Little Rock, AR
Angelle Group Investments, LLC	Lafayette, LA
Pat Magee, Attorney at Law	Lafayette, LA
Central Pizza & Bar	Lafayette, LA
Central Pizza & Bar	Broussard, LA
Social Entertainment, LLC	Lafayette, LA
Consolidated Energy Products, LLC	Lafayette, LA

NON-PROFIT & FOUNDATION EXPERIENCE

Acadiana Symphony - Lafayette, LA

Provided accounting, bookkeeping, financial reporting, administrative, and operational support for a non-profit arts organization.

- Assisted with financial records, expense tracking, deposits, reconciliations, vendor payments, and reporting.
- Supported leadership with organized financial information and administrative processes.

LCTC Foundation - Baton Rouge, LA

Provided foundation accounting and administrative support, including reporting, documentation, reconciliations, and financial organization.

- Assisted with donor-related records, expense tracking, financial documentation, and business operations.
- Supported leadership with organized reporting and foundation administration.

SoLAcc Foundation - Lafayette, LA

Provided accounting and business management support for foundation operations.

- Assisted with financial reports, donor-restricted tracking, expense documentation, and administrative organization.
- Supported leadership with reconciliations, reporting, and board-ready financial information.

NLTCC Foundation - Minden, LA

Provided foundation accounting, bookkeeping, reporting, and administrative support for non-profit operations.

- Assisted with financial records, expense tracking, reconciliations, documentation, and reporting.
- Supported leadership with organized financial information and foundation administration.

PRIVATE SECTOR EXPERIENCE

Business Administrator Prior to January 2014

Law Firms, Oil & Gas Companies & Private Businesses

Before founding O'Brien Services, LLC, built a strong foundation in private sector business administration through work with law firms, oil and gas companies, and privately held businesses. Gained extensive experience supporting owners, executives, and management teams with accounting, financial organization, office operations, vendor relations, and confidential business administration.

- Managed accounting, bookkeeping, payroll support, invoicing, deposits, vendor payments, and account reconciliations.
- Supported owners and management teams with financial reporting, expense tracking, administrative organization, and daily operations.
- Assisted with employee records, office procedures, documentation, vendor communication, and client support.
- Prepared expense summaries, budget information, management reports, and operational documents.
- Maintained confidential business, financial, legal, employee, and client records.

EDUCATION

University of Louisiana at Lafayette

Bachelor's Degree in Mass Communications

CIVIC & COMMUNITY INVOLVEMENT

The Junior League of Lafayette - Sustaining Member

- Demonstrates a strong commitment to civic responsibility, community service, and volunteer leadership.
- Supports the organization's mission of strengthening the community through service, collaboration, and civic engagement.

PROFESSIONAL STRENGTHS

Highly organized and detail-oriented | Trusted with confidential financial and business information | Strong communication and client service skills | Experienced supporting executives, owners, boards, and management teams | Able to manage multiple clients, deadlines, and priorities | Strong understanding of accounting, administration, and business operations across industries

Martin and Pellegrin, CPA's (PC)
Firm Profile

Richard Martin, a lifelong resident of Terrebonne Parish, opened a public accounting practice in Houma in 1987 after working for a large national accounting firm. In 1989, Pernell Pellegrin, who was working for a large national accounting firm at the time, joined Mr. Martin, and to this date they remain the only partners of the firm. The firm has enjoyed tremendous growth since inception and now ranks as one of the larger firms in the Houma - Terrebonne area. Richard Martin and Pernell Pellegrin are both lifelong residents of Terrebonne Parish and graduates of University of Louisiana System.

Martin and Pellegrin, CPAs functions as a traditional CPA firm offering services in the practice areas of audit (attest services), tax preparation and consulting, bookkeeping, payroll processing mergers and acquisition consulting, as well as general business consulting. Our clients are very diverse in both size and industry, ranging from small single-member entities to large corporations with several hundred employees. Industries served include marine transportation, manufacturing, oilfield services, medical services, educational institutions, environmental services, governmental entities and not-for-profit organizations.

Martin and Pellegrin, CPAs is fortunate to now have second generation family members of each partner working as auditors and accountants in the firm. We are confident that this will ensure the Firm's growth, sustainability and commitment to the communities that we serve.

Our offices are located at 103 Ramey Road, in Houma LA and at 3939 North Causeway Blvd., Suite 202, in Metairie LA..

Professional Capacity of Firm:

The following is a summary of firm personnel:

Category	Number
Partner	2
Other audit/tax staff	12
Client Accounting Services staff (CAS)	3
Paraprofessional/clerical	1
Total professional staff	18

Proposed Service Model

Dedicated Audit Team:

Pernell J. Pellegrin, CPA	Audit Partner	See Resume
Richard C. Martin, CPA	Partner	See Resume
Britt Pellegrin, CPA	Audit Senior	See Biography

Additional Personnel Resources:

Ashley Waguespack	Audit Supervisor	See Biography
Patty Aucoin, CPA	Audit Supervisor	See Biography
Tyler Thornton, CPA	Audit Supervisor	See Biography
Tyler Martin, CPA	Audit Senior	See Biography
Austin Bollinger	Audit Staff	See Biography

Continuity of Service and Other Personnel:

In addition to the above-referenced audit staff, our firm currently employs 5 accounting professionals (degreed accountants), two of whom are CPAs and one who is an enrolled agent. Combined, these 5 professionals represent over 125 years of experience, the vast majority of which was attained while employed at Martin and Pellegrin, CPAs. We also employ two degreed accountants and one non-degreed accountant in or Client Accounting Servies department. All of these individuals are available and capable of assisting in all aspects of accounting, tax, bookkeeping and paraprofessional services. All of our professionals are cross-trained and capable of supporting roles in multiple aspects of the profession. We are proud to say that we have experienced very little staff turnover, especially within our attest services department. The longevity and experience of our tenured staff, coupled with the recent additions of experienced auditors/CPAs (see biographies), ensures continuity of service to support all client relationships.

As a larger local firm, we can remain focused on client service and accessibility, while still having adequate resources to service a large network of clients throughout the Terrebonne/Lafourche regional service area.

Pernell Pellegrin and Richard Martin together have almost 80 years of combined experience in all aspects of accounting and auditing. Leadership and specialized knowledge acquired throughout those years will be utilized to enhance the client relationship. Pernell Pellegrin is highly regarded in the profession and within the Tri-Parish service area for his specialty knowledge with respect to audits of governmental entities and not-for-profit organizations.

Pernell J. Pellegrin
Certified Public Accountant

Resume

Education

Graduated with cum laude honors from Nicholls State University in Thibodaux, Louisiana in May 1985

Valedictorian of 1982 South Terrebonne High School graduating class

Passed the CPA exam in May, 1986

Forty hours of continued professional education each year since 1985 sponsored by LCPA and other professional organizations. Programs included:

Audits of For-Profit Businesses
Audits of Governmental Units
Audits of Non-Profit Organizations
Audits According to Uniform Guidance
Compilation and Review Services
Ethics

Work Experience

May 1985 to December 1986 - Worked as staff person for Pannel Kerr Forster in Houma, Louisiana

January 1987 to January 1988 - Worked as audit senior for Pannell Kerr Forster in Orlando, Florida

February 1988 to September 1989 - Worked as audit and tax supervisor for Deloitte & Touche in Houma, Louisiana

October 1989 to Present – Shareholder, Martin & Pellegrin, CPA's

Areas of Expertise

Throughout my career, I have been involved in all areas of public accounting including audit, corporate and individual income taxes, financial planning, and management consulting.

I have a concentration in governmental and non-profit accounting and auditing, including audits in accordance with Uniform Guidance.

Personal

I am sixty-two years of age and was born and raised in the Houma area. I am married and have one child.

Martin and Pellegrin CPA's PC

Audit Team Biographies

Team Member: **Tyler M. Thornton, CPA**

Date of Birth:	October 16, 1991
High School:	Patterson High School class of 2010
College:	Nicholls State University, class of May, 2015
Degrees:	Bachelor of Science in both Finance and Accounting
Residency:	Resides in St. Mary Parish
Work History:	6 Years at Martin & Pellegrin, CPAs, Audit & Attest Services 3 years at Kolder, Slaven & Co. CPAs, Audit & Attest Services 1 year at Central Boat Rentals as Controller
Work Experience:	Concentration in audit and attest services for Governmental, Not-for-profit entities and Single Audit and additional experience with various industries in for profit sector.
Clients Supported:	Primary support for 12 attest clients per year.

Team Member: **Tyler J. Martin, CPA**

Date of Birth:	July, 17, 1996
High School:	Vandebilt Catholic High School class of 2014
College:	Louisiana State University class of December, 2018
Degrees:	Bachelor of Science in Accounting
Residency:	Resides in Orleans Parish
Work History:	2 Years at Martin & Pellegrin, CPAs, Audit & Attest Services 4 years at KPMG, Audit & Attest Services
Work Experience:	Concentration in audit and attest services for publicly traded entities including PCAOB compliant audit risk assessments while at KPMG. Not-for-profit and private industry attest engagements since joining Martin & Pellegrin.
Clients Supported:	Primary support for 6 to 8 attest clients per year. Secondary support for 10 attest clients per year.

Martin and Pellegrin CPA's PC

Audit Team Biographies

Team Member: **Britt J. Pellegrin**

Date of Birth:	June 24, 1994
High School:	South Terrebonne High School class of 2012
College:	Loyola University New Orleans class of May, 2017
Degrees:	Bachelor of Science in Accounting
Residency:	Resides in Terrebonne Parish
Work History:	8 Years at Martin & Pellegrin, CPAs, Audit & Attest Services
Work Experience:	Concentration in audit and attest services for Governmental, Not-for-profit entities and Single Audit and additional experience with various industries in for profit sector.
Clients Supported:	Primary support for 14 attest clients per year.

Team Member: **Ashley Waguespack**

Date of Birth:	June 1, 1979
High School:	H.L. Bourgeois High School class of 1997
College:	Nicholls State University, class of December, 2001
Degrees:	Bachelor of Science in Accounting
Residency:	Resides in Terrebonne Parish
Work History:	24 Years at Martin & Pellegrin, CPAs, Audit & Attest Services 5 years at South Louisiana Bank, teller and account services
Work Experience:	Concentration in audit and attest services for governmental and not for profit entities, bookkeeping services for not-for-profit entities and preparation of tax returns for nonprofits. Additional attest and bookkeeping experience with various industries in the for profit sector.
Clients Supported:	Primary support for 9 attest clients per year.

Martin and Pellegrin, CPA's

Audit Team Biographies

Team Member: **Patty M. Aucoin, CPA**

Date of Birth:	May 25, 1985
High School:	Assumption High School class of 2003
College:	Nicholls State Universit, class of May, 2007
Degrees:	Bachelor of Science in Accounting
Residency:	Resides in Assumption Parish
Work History:	1 Years at Martin & Pellegrin, CPAs, Audit & Attest Services 16 Years at Kolder, Slaven & Co. CPAs
Work Experience:	Concentration in audit and attest services for Governmental, Not-for-profit entities and Single Audit and additional experience with various industries in for profit sector.
Clients Supported:	Primary support for 9 attest clients per year.

Team Member: **Austin Bollinger**

Date of Birth:	January 15, 1997
High School:	Terrebonne High School class of 2015
College:	Nicholls State University class of May, 2020
Degrees:	Bachelor of Science in Business
Residency:	Resides in Lafourche Parish
Work History:	1 Year at Martin & Pellegrin, CPAs, Audit & Attest Services
Work Experience:	Concentration in audit and attest services for Governmental and Not-for-profit entities.
Clients Supported:	Support staff for senior auditors.

APPENDIX 8 - APX.8

Insurance Coverage

The types and levels of insurance coverage the school will secure (FPC.37): the seven coverages required by LDOE guidance at or above required minimums, plus directors and officers liability and cyber liability, with fire prevention and safety equipment provisions and the pre-opening timeline for binding coverage and delivering certificates to the LDOE Office of School Choice.

Appendix 8: Insurance Coverage

Louisiana Community and Technical College Charter School

Overview and Approach

Louisiana Community and Technical College Charter School (the School) will secure every type of insurance coverage required of approved charter schools by the Louisiana Department of Education (LDOE) and the Board of Elementary and Secondary Education (BESE).

The School will secure all required coverage through commercial insurance carriers authorized to do business in Louisiana, placed through a licensed insurance broker selected in accordance with the School's board-adopted Fiscal Policies and Procedures. Premium costs are provided for within the School's operating budget.

Types, Descriptions, and Levels of Coverage

Type of Insurance	Description of Coverage	Level of Coverage
Workers' Compensation and Employers' Liability Insurance	Covers obligations imposed by federal and state statutes having jurisdiction over the School's employees, together with employers' liability insurance.	Statutory workers' compensation limits; employers' liability with a minimum limit of $100,000.
Comprehensive General Liability Insurance	Covers third-party claims of bodily injury, property damage, and personal injury arising out of School operations, including operations at each in-person learning pod site.	Minimum combined single limit of $1,000,000 each occurrence.
Comprehensive Automobile Liability Insurance	Covers bodily injury and property damage with respect to the School's owned, hired, or non-owned vehicles used in performance of the services offered by the School, including contracted student transportation and staff travel among pod sites.	Combined single limit of not less than $1,000,000 each occurrence.
Property Insurance	Covers buildings and contents purchased by the School with state or federal funds, primarily School-purchased equipment and technology devices, as facilities are provided by LCTCS. The policy will provide BESE or the State of Louisiana with the ability to file a claim for any loss of such property.	Full replacement value of all buildings and contents purchased with state or federal funds.
Errors and Omissions Liability Insurance	Covers the School for sources of liability arising out of the rendering of, or failure to render, professional services in the performance of the charter agreement, including all provisions regarding financial management and indemnification.	Minimum limit of $1,000,000 per claim/annual aggregate; maximum deductible of $25,000 per claim.
Employee Dishonesty Insurance	Protects the School against loss of money, securities, or other property caused by fraudulent or dishonest acts of employees, such as theft or embezzlement.	Minimum limit of $250,000 per claim/annual aggregate.

Type of Insurance	Description of Coverage	Level of Coverage
Employment Practices Liability Insurance	Covers claims arising from the School's employment practices, including allegations of wrongful termination, discrimination, harassment, and retaliation.	Minimum limit of $500,000 per claim/annual aggregate.
Directors and Officers Liability Insurance	Protects members of the School's Board of Directors and School officers against claims arising from decisions and actions taken within the scope of their governance duties.	Minimum limit of $1,000,000 per claim/annual aggregate.
Cyber Liability Insurance	Covers data breaches, network security failures, and privacy incidents, including breach response, notification, and recovery, essential given the School's statewide virtual model and custody of student records in its learning management and student information systems.	Minimum limit of $1,000,000 per claim/annual aggregate.

Fire Prevention and Safety Equipment

The School's in-person learning pods will operate in facilities provided by LCTCS under the executed Memorandum of Understanding, and each facility the School occupies will comply with all applicable fire prevention and life safety requirements of the Office of the State Fire Marshal and applicable National Fire Protection Association (NFPA) standards.

The School's provisions for the inspection and operation of all fire prevention and safety equipment include the following:

1. each occupied facility will maintain a current inspection from the Office of the State Fire Marshal;
2. portable fire extinguishers will receive monthly visual inspections and annual certified maintenance in accordance with NFPA 10;
3. fire alarm and detection systems will be inspected and tested at least annually by a qualified contractor in accordance with NFPA 72;
4. and automatic sprinkler systems, where present, will be inspected and maintained in accordance with NFPA 25.

The School will conduct regular fire and emergency evacuation drills at each pod site, document all inspections, tests, and drills, and promptly remediate any deficiency identified through inspection. At each site, the Pod Principal will coordinate inspections, maintain documentation, and verify the operation of fire prevention and safety equipment, in coordination with LCTCS facilities staff and with oversight by the Executive Director, consistent with the crisis and emergency response planning described in the School Master Plan for Improving Behavior and Discipline (Appendix 2).

Proof of Coverage and Timeline

If the School's proposal is approved by BESE, the School will engage a licensed insurance broker, obtain binding quotes for each coverage listed above, bind all required coverage prior to the proof-of-insurance deadline in the LDOE pre-opening guidance for schools opening in the 2027-2028 school year, and submit certificates of insurance to the LDOE Office of School Choice as a pre-opening deliverable. The School will maintain all required coverage continuously throughout the charter term and provide updated certificates to the LDOE upon renewal or request.

APPENDIX 9 - APX.9

Course Offerings by Diploma Type and Grade Level

An outline of course offerings for each diploma pathway offered at LCTCC, by grade level, for the first five years of operation, demonstrating that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).

Table / Section	Description	Page
Table 9.1: TOPS University Diploma: 24 units	Course offerings by subject area and grade level, with delivery and availability, Years 1-5	195
Table 9.2: Jump Start TOPS Tech Career Diploma: 23 units	Course offerings by subject area and grade level, with delivery and availability, Years 1-5	196
Table 9.3: Grade Levels and Pod Availability: Years 1-5	Grades served and active campus learning pods in each year, with readiness-based course-offering changes	197
Table 9.4: Carnegie Unit Requirements by Pathway	Required units for both diplomas mapped to BRCC course codes and delivery mode, by subject area	198
Table 9.5: LCTCC General Education Dual Enrollment Course Catalog	Full general education DE catalog aligned to BRCC master syllabi and the statewide common course catalog, with diploma-pathway and Carnegie-unit tags; includes Notes on Dual-Purpose Courses	201
Full Course Menus by Jump Start 2.0 Pathway	Complete LDOE Jump Start 2.0 course menu mapped to the BRCC catalog for each pathway: Health Sciences; Architecture and Construction; Information Technology; Manufacturing; Transportation, Distribution, and Logistics; Business Management; Arts, A/V Technology, and Communication; Human Services	205
Sample Sequence Maps by Pathway: TOPS Tech Career Diploma	How-to-read key and sequence notes, dual-purpose course index, and sample four-year sequence maps for each Year 1 pathway (Health Sciences; Architecture and Construction; Information Technology; Manufacturing; Transportation, Distribution, and Logistics)	215

Appendix 9: Course Offerings by Diploma Type and Grade Level, Years 1-5

LCTCC will offer both Louisiana diploma pathways at every campus learning pod from the pod's first year of operation: the **Jump Start TOPS Tech Career Diploma** (the school's primary credential, requiring at least one industry-based credential) and the **TOPS University Diploma** (with an optional simultaneous associate-degree runway through host-college dual enrollment). The outlines below present the course offerings for each diploma type by grade level. Because the school opens with the full grade 9-12 span in Year 1 and the same diploma outlines apply at every pod in every year, one outline per diploma type describes all five years; the availability column and Table 9.3 record what changes across Years 1-5. Unit requirements follow Bulletin 741 and the Louisiana High School Planning Guidebook for cohorts entering grade 9 in 2024-2025 and later, which covers every LCTCC cohort.

Table 9.1: TOPS University Diploma (24 units) - offered Years 1-5

Subject (units)	Grade 9	Grade 10	Grade 11	Grade 12	Delivery and availability
English (4)	English I	English II	English III or ENGL 1013 English Comp I	English IV or ENGL 1023 English Composition II (DE)	Grades 9-10: LCTCC Canvas core. Grades 11-12: BRCC / host-college DE.
Mathematics (4)	Algebra I	Geometry	Algebra II	MATH 1100 College Algebra (DE), Pre-Calculus, or Probability and Statistics	Grades 9-10: Canvas core. Grades 11-12: DE.
Science (4)	Biology I	Chemistry I	Environmental or Earth Science	BIOL 1104 Survey of Human Anatomy and Physiology (DE), Physics, other approved science	Grades 9-10: Canvas core. Grades 11-12: DE.
Social Studies (4)	World Geography	Civics (American Government)	U.S. History	PSYC 2010 Intro to Psych or SOCI 1010 Intro to Sociology	Grades 9-10: Canvas core. Grades 11-12: DE.
Foreign Lang. (2)		Foreign Lang. I (e.g., Spanish I or French I)	Foreign Lang. II		DE; may be scheduled in any two consecutive terms, GL 10-12.
Art (1)		Visual or performing arts survey courses (ARTS, MUSC, FILM families), GL 10-12			DE.
Physical Ed. (1.5)	Physical Ed. I (1)	Physical Ed. II (0.5)			Canvas-delivered fitness and wellness coursework with documented physical activity logs; extracurricular athletic participation (course code 190113) may substitute for 0.5 unit of PE II.

Subject (units)	Grade 9	Grade 10	Grade 11	Grade 12	Delivery and availability
Health (0.5)	Health Ed. (0.5)				Canvas core aligned to Louisiana Health Education standards, including required opioid awareness content.
Financial Literacy (1)			Financial Literacy		Canvas core; supplemented by the elective Extended Personal Finance and Entrepreneurship (HSA.1).
Electives (2)		Two units, GL 10-12, from open BRCC catalog (any course with prerequisites met and seating available)			Canvas and DE.
Total: 24 units	Meets the TOPS University Diploma requirements of Bulletin 741 and the 2026-2027 High School Planning Guidebook for cohorts entering grade 9 in 2024-2025 and later (all LCTCC cohorts; the school opens in 2027-2028). Students on this pathway may simultaneously bank credit toward a BRCC associate degree through the same DE mechanism, with automatic BRCC matriculation available after graduation (HSA.2).				

Table 9.2: Jump Start TOPS Tech Career Diploma (23 units)

Subject (units)	Grade 9	Grade 10	Grade 11	Grade 12	Delivery and availability
English (4)	English I	English II	Adv. English: Technical Writing, Business English, English III, or ENGL 1013	Advanced English unit: English IV or ENGL 1023 (DE)	Grades 9-10: Canvas core. Grades 11-12: DE or Canvas.
Mathematics (4)	Algebra I	Geometry	Financial Literacy	Math Essentials, Algebra II, or Statistics	Grades 9-10: Canvas core. Grades 11-12: DE or Canvas.
Science (2)	Biology I	Physical, Environmental, or Earth Science			Canvas core.
SS (2)	Civics (American Government)	U.S. History			Canvas core.
Physical Ed. (1.5)	Physical Ed. I (1)	Physical Ed. II (0.5)			Canvas-delivered fitness and wellness coursework with documented physical activity logs; extracurricular athletic

Subject (units)	Grade 9	Grade 10	Grade 11	Grade 12	Delivery and availability
					participation (course code 190113) may substitute for 0.5 unit of PE II.
Health (0.5)	Health Ed. (0.5)				Canvas core aligned to Louisiana Health Education standards, including required opioid awareness content.
J.S. 2.0 sequence, workplace experiences, credentials (9)	Pathway-introductory course (Foundations phase; universal across pathways)	Pathway core sequence begins (DE)	Pathway core and advanced DE sequence; first stackable IBCs	Capstone DE course or IBC attainment (min, one IBC required to graduate), stipended training experiences (HSA.5)	Foundations: LCTCC teaching Success Navigators. Core and capstone: host-college faculty (DE). Per-pathway sequences: Table 10.3.
Total: 23 units	Meets the Jump Start TOPS Tech Career Diploma requirements of Bulletin 741 and the 2026-2027 High School Planning Guidebook, including the Financial Literacy unit for cohorts entering grade 9 in 2024-2025 and later. This is LCTCC's primary credential; every graduate on this pathway earns at least one industry-based credential and articulated college credit (HSA.2).				

Four-year completion at every entry point. LCTCC admits by age (minimum 16), not grade level, so grade columns above describe the credit-level sequence each student's Individual Graduation Plan maps onto rather than an assumed age-grade placement. A student entering at the grade 9 credit level has a full four-year runway through the Foundations, Journey, and Capstone phases; a student entering with grade 11 or 12 credit standing receives a compressed plan mapped backward from the same requirements. Block and competency-informed scheduling, Canvas credit recovery, and year-round and evening options allow over-age, under-credited students to complete either diploma and the pathway within four years, and within five years for students entering on a Transitional 9th-grade path (HSA.2.a).

Table 9.3: Grade levels and pod availability across Years 1-5

Year	GL	Active campus learning pods	Course-offering changes
Year 1 2027-28	9-12	BRCC, Capital region	Full outline above at BRCC from day one; five Jump Start 2.0 pathways (Table 10.5).
Year 2 2028-29	9-12	BRCC; Bossier Parish pod opens	Same diploma outlines at every pod. The June 2026 BPCC readiness assessment confirms all five Year 1 pathways at strong readiness, anchored by the nationally top-ranked BPCC cybersecurity associate program and the Amazon Career Choice partnership; Business Management and Law and Public Safety are strong expansion candidates.
Year 3 2029-30	9-12	Prior pods; Delgado pod opens	Same diploma outlines. The June 2026 Delgado readiness assessment supports all five pathways (Health Sciences, Architecture and Construction, IT, and TDL strong; Manufacturing phased), with the deepest allied-health catalog in the analysis; Delgado uniquely adds Fire Science, a full ASL Interpreting degree, and Cosmetology among expansion candidates.

Year	GL	Active campus learning pods	Course-offering changes
Year 4 2030-31	9-12	Prior pods; South Louisiana and Northwest pods open	Same diploma outlines. South Louisiana (SoLACC): Health Sciences and Manufacturing strong, including unique Nondestructive Testing credentials; Architecture and Construction, IT, and TDL phased. Northwest (NLTCC): Health Sciences, Architecture and Construction, Manufacturing, and TDL strong; IT phased at the Shreveport campus.
Year 5 2031-32	9-12	Prior pods; Northshore pod opens	Same diploma outlines. The June 2026 NTCC readiness assessment confirms all five Year 1 pathways at strong readiness, including the deepest welding sequence in LCTCS and a unique maritime program; Human Services (Culinary, Paralegal) is a strong expansion candidate.

CARNEGIE UNIT REQUIREMENTS BY DIPLOMA PATHWAY

The table below presents the Carnegie unit requirements for each diploma pathway LCTCC will offer: the Jump Start TOPS Tech Career Diploma (23 units), the school's primary credential, and the TOPS University Diploma (24 units). It demonstrates that LCTCC's course offerings, delivered through the LCTCC-built Canvas core in grades 9 and 10 and host-college dual enrollment in grades 11 and 12, cover every required subject area and unit for both pathways as set forth in Bulletin 741 and the Louisiana High School Planning Guidebook, including the Financial Literacy requirement applicable to all cohorts entering grade 9 in 2024-2025 and later. Because a unit-bearing course is offered at every grade level in every year of operation, a student entering at any credit level can complete either diploma within four years (five for students on a Transitional 9th-grade path), with each student's Individual Graduation Plan mapping these requirements onto the student's credit standing at entry (HSA.2.a).

Sample host campus: BRCC | Both diploma paths: TOPS University Diploma AND TOPS Tech Career Diploma
Delivery key: DE = BRCC dual enrollment course; Canvas = LCTCC-built Canvas course

Table 9.4: Carnegie Unit Requirements By Diploma Pathway

Subject Area / Carnegie Unit	Univ. Units	Tech Units	BRCC Course Code(s)	Notes
ENGLISH LANGUAGE ARTS				
English I & II (Foundational)	**2 req.**	**2 req.**	LCTCC Canvas courses, CCRS-aligned (Tech sub. codes 160303, 160313)	LCTCC Canvas courses built on Tier 1 ELA Guidebooks (English I-IV); Adult Education scaffolding supports placement/acceleration for below-GL entrants.
English III (or DE equivalent)	**1 req.**	**1 req.**	ENGL 1013 English Composition I ENGL 2173 Major American Writers	BRCC delivers. Both on TOPS approved DE list. Comp I is most enrolled DE course statewide.
English IV (or DE equivalent)	**1 req.**	**1 req.**	ENGL 1023 English Composition II ENGL 2323 Introduction to Literature	BRCC delivers. Both on TOPS approved DE list.
MATHEMATICS				
Algebra I	**1 req.**	**1 req.**	LCTCC Canvas course (Tech substitution: Applied Algebra I, 160331)	Delivered as an LCTCC Canvas course built on Tier 1 Savvas enVision Algebra I.
Geometry	**1 req.**	**1 req.**	LCTCC Canvas course (Tech substitution: Applied Geometry I, 160332)	Delivered as an LCTCC Canvas course built on Tier 1 Savvas enVision Geometry, including the formal proof and trigonometric ratios required in full on the University path.

Subject Area / Carnegie Unit	Univ. Units	Tech Units	BRCC Course Code(s)	Notes
Financial Literacy (160345)	**1 req.**	**1 req.**	LCTCC Canvas course (state code 160345); MATH 1103 Contemporary Math available as a DE complement	Delivered as an LCTCC Canvas course, satisfies the Financial Literacy unit on both pathways and the fourth-mathematics slot on the Career pathway.
4th Math (Algebra II or alternatives)	**Alg II+**	**Flexible**	MATH 1213 College Algebra MATH 1303 Elementary Statistics MATH 1103 Contemporary Math (Tech) Statistical Reasoning 165031 (Tech)	Tech path allows Statistical Reasoning, Business Math, Contemporary Math — most accessible for re-engagement population. University path: College Algebra or higher. BRCC delivers all.
SCIENCE				
Biology I (LEAP EOC required)	**1 req.**	**1 req.**	BIOL 1013 General Biology I BIOL 1033 Biology I for Science Majors	Canvas core delivery uses Tier 1 Activate Learning OpenSciEd Biology; BIOL 1013 (DE) is available for students meeting placement criteria. The LEAP Biology EOC is scheduled in the term following Biology I.
Chemistry I or alternatives (2nd Science)	**1 req.**	**1 flex.**	CHEM 1003 Intro to Chemistry ENSC 1103 Environmental Science PHSC 1023 Physical Science I	Career path: ENSC 1103 Environmental Science (DE, dual-purpose Jump Start elective) or Earth Science delivered as an LCTCC Canvas course built to the Louisiana Student Standards. University path: Chemistry I through Tier 1 Activate Learning OpenSciEd Chemistry in Canvas, or CHEM 1123 (DE) where placement allows.
Science Units 3 & 4 (University only)	**2 req.**	**0**	BIOL 2213 A&P I (also JS Health elective) BIOL 2223 A&P II (also JS Health elective) BIOL 1023 General Biology II ENSC 2083 Marine Science ASTR 1103 Astronomy GEOL 1103 Physical Geology	A&P I & II are dual-purpose: Science Units 3 & 4 AND JS Health Sciences elective units simultaneously — maximum efficiency for healthcare-track students.
SOCIAL STUDIES				
U.S. History	**1 req.**	**1 req.**	HIST 2013 American History I HIST 2023 American History II	BRCC delivers both. HiSET/AE social studies prep content maps directly.
American Government (Civics EOC required)	**1 req.**	**1 req.**	POLI 2013 American Government POLI 2113 Constitutional Law	LEAP Civics EOC persists under a new assessment system. Plan for it alongside Biology in the assessment calendar.
Social Studies Units 3 & 4 (University only)	**2 req.**	**0**	ECON 2113 Economic Principles PSYC 2013 Intro to Psychology HIST 1113/1123 World Civilization ANTH 2013 Cultural Anthropology GEOG 2013 Introduction to Geography PHIL 2013 Introduction to Ethics	Broad range of options. Economics and Psychology are strongest student-relevance fits. BRCC delivers all.
Law Studies (SS alt.	**1 opt.**	**1 opt.**	CJUS 2213 Criminal Law	Satisfies Social Studies requirement for students on Law/Public Safety pathway via

Subject Area / Carnegie Unit	Univ. Units	Tech Units	BRCC Course Code(s)	Notes
for CJ)			POLI 2113 Constitutional Law	Law Studies course code 220506/220507.
FOREIGN LANGUAGE				
Foreign Language Years 1-2 (University only)	**2 req.**	**0**	FREN 1013/1023 Elem. French I & II SPAN 1013/1023 Elem. Spanish I & II ASLS 1013/1023 ASL I & II Computer Coding as FL (CS I & II sub.)	ASL I & II simultaneously satisfy JS Human Services/Law elective units — dual purpose. Computer Coding sub available for IT pathway students.
ARTS				
Arts (University only)	**1 req.**	**0**	MUSC 1013 Music Appreciation ARTS 1023 Introduction to Visual Arts FILM 2003 Introduction to Cinema Studies MUSC 1023 History of Jazz MUSC 1303 Introduction to World Music	Multiple Fine Arts Survey DE options. BRCC delivers all. Students on Arts/AV pathway fulfill this through pathway coursework simultaneously — no additional unit needed.
PE & HEALTH				
PE I + PE II (1.5 units)	**1.5 req.**	**1.5 req.**	LCTCC Canvas delivery; extracurricular sports (code 190113) may satisfy 0.5 unit of PE II	Delivered through Canvas fitness and wellness coursework with documented physical activity logs, the model in use at Louisiana virtual schools; host-campus fitness facilities supplement on-pod activity.
Health Education (0.5 unit)	**0.5 req.**	**0.5 req.**	LCTCC Canvas course	Delivered as an LCTCC Canvas course covering wellness content and the required opioid awareness instruction.
JUMP START ELECTIVES				
Jump Start Elective Sequence — full pathway menu	**2 any**	**9 JS+IBC**	See pathway course maps below.	The LCTCC advantage: students access the full menu of Jump Start pathways that BRCC's existing programs support — not a curated subset chosen out of necessity. See pathway maps for complete LDOE course menu mapped against BRCC catalog.

GENERAL EDUCATION DUAL ENROLLMENT COURSES (AND LCTCC CORE COURSES)

The table below identifies the general education dual enrollment courses available to LCTCC students at Baton Rouge Community College, the school's Year 1 host campus. These courses demonstrate that LCTCC's core academic program can be delivered through college-level coursework: each course carries transferable credit aligned to the TOPS general education core recognized across Louisiana public institutions, satisfies a Carnegie unit requirement on one or both diploma pathways, and simultaneously banks credit toward a BRCC associate degree for students pursuing the optional degree runway (HSA.2). The full course catalogs of the host campuses that will serve students across the first five years are extensive, and reproducing them here is neither practical nor necessary; the menu shown is a sample intended to demonstrate the breadth of general education coursework available at a single host campus. Because every LCTCC student is dually enrolled at BRCC under the executed corporate partnership, and because BRCC does not limit high school students to a restricted course list, students may enroll in any BRCC general education course for which prerequisites are met and seating is available (HSA.1). All dual enrollment courses are taught by BRCC faculty who meet SACSCOC faculty qualification standards, protecting course quality and accreditation while students earn college transcript credit before graduation. This breadth of college-credit access is the reason LCTCC relies on dual enrollment rather than AP or IB coursework as its primary early college credit mechanism (APX.10, HSA.3).

Aligning BRCC 2025-26 Master Syllabi + Louisiana Statewide Common Course Catalog (BOR 2025-26)
PATHWAYS: U = TOPS University Diploma | T = TOPS Tech Career Diploma | B = Both

Table 9.5: LCTCC General Education Course Catalog Dual Enrollment Courses / Dual Enrollment Course Catalog

Subject Area	Course #	Course Name	Credits	Path	Carnegie Unit / Notes
ELA	ENGL 1013	English Composition I	3	B	English III
ELA	ENGL 1023	English Composition II	3	B	English IV
ELA	ENGL 2173	Major American Writers	3	U	English III/IV (alt.)
ELA	ENGL 2123	Major British Writers	3	U	English III/IV (alt.)
ELA	ENGL 2313	Intro to Poetry and Drama	3	U	English (Literature elective)
ELA	ENGL 2323	Intro to Literature	3	U	English (Literature elective)
ELA	ENGL 2403	African American Literature	3	U	English (Literature elective)
ELA	ENGL 2513	Professional Writing	3	B	English/Business English (alt.)
ELA	ENGL 2423	Film as Literature	3	U	English / Fine Arts crossover
Mathematics	MATH 1213	College Algebra	3	B	4th Math (Algebra III sub.)
Mathematics	MATH 1303	Elementary Statistics	3	B	4th Math (Statistical Reasoning alt.)
Mathematics	MATH 1103	Intro to Contemporary Mathematics	3	T	4th Math (Tech path alt.)
Mathematics	MATH 1003	The Nature of Mathematics	3	T	4th Math (Tech path alt.)
Mathematics	MATH 1223	Plane Trigonometry	3	U	4th Math (pre-calculus track)
Mathematics	MATH 1235	College Algebra and Trigonometry	5	U	4th Math (accelerated)
Mathematics	MATH 2115	Calculus I	5	U	4th Math (STEM track)
Mathematics	MATH 2084	Intro to Statistical Analysis	4	U	4th Math (Statistics with lab)

Subject Area	Course #	Course Name	Credits	Path	Carnegie Unit / Notes
Biological Sciences	BIOL 1013	General Biology I	3	B	Biology I
Biological Sciences	BIOL 1033	Biology I for Science Majors	3	B	Biology I (alt.)
Biological Sciences	BIOL 1023	General Biology II	3	U	Science Unit 3
Biological Sciences	BIOL 1043	Biology II for Science Majors	3	U	Science Unit 3 (alt.)
Biological Sciences	BIOL 2103	General Microbiology	3	U	Science Unit 3 (alt.)
Biological Sciences	BIOL 2213	Anatomy and Physiology I	3	U	Science Unit 3 + JS Health elective
Biological Sciences	BIOL 2223	Anatomy and Physiology II	3	U	Science Unit 4 + JS Health elective
Biological Sciences	BIOL 2703	Intro to Nutrition and Wellness	3	U	Science Unit 3/4 or Health elective
Biological Sciences	BIOL 2513	Introductory Genetics	3	U	Science Unit 3/4
Biological Sciences	BIOL 1104	Survey of Human Anatomy & Physiology	4	T	Science Unit 2/3 (Tech path)
Chemistry	CHEM 1003	Intro to Chemistry	3	T	Chemistry I (Tech alt.)
Chemistry	CHEM 1123	Chemistry I for Science Majors	3	U	Chemistry I (Science Majors)
Environmental Sci	ENSC 1103	Environmental Science	3	T	Science Unit 2 + JS multiple pathways
Environmental Sci	ENSC 2083	Intro to Marine Science	3	U	Science Unit 3/4
Physical Science	PHSC 1023	Physical Science I	3	T	Science Unit 2 (Tech alt.)
Physical Science	PHSC 1033	Physical Science II	3	T	Science Unit 3 (Tech alt.)
Astronomy	ASTR 1103	Intro to Astronomy	3	U	Science Unit 3/4
Geology	GEOL 1103	Physical Geology	3	U	Science Unit 3/4
Physics	PHYS 1013	Intro to Concepts in Physics	3	T	Science Unit 2/3
Physics	PHYS 1103	Intro to Physics	3	U	Science Unit 3/4
Physics	PHYS 2113	General Physics I	3	U	Science Unit 3 (STEM)
History	HIST 2013	American History Colonial to 1865	3	B	U.S. History
History	HIST 2023	American History 1865 to Present	3	B	U.S. History (seq.)
History	HIST 1113	World Civilization to 1500	3	U	SS Unit 3 or SS
History	HIST 1123	World Civilization 1500 to Present	3	U	SS Unit 4 or SS
History	HIST 2103	African American History	3	U	SS Unit 3/4
History	HIST 2033	Louisiana History	3	U	SS Unit 3/4
History	HIST 2123	The Holocaust	3	U	SS Unit 3/4
History	HIST 2203	History of Medieval Europe	3	U	SS Unit 3/4
History	HIST 2213	Modern Europe 1500-1848	3	U	SS Unit 3/4
History	HIST 2223	Modern Europe 1848-Present	3	U	SS Unit 3/4
History	HIST 2403	The World Since 1960	3	U	SS Unit 3/4
Political Science	POLI 2013	American Government	3	B	American Government

Subject Area	Course #	Course Name	Credits	Path	Carnegie Unit / Notes
Political Science	POLI 2023	International Relations	3	U	SS Unit 3/4
Political Science	POLI 2113	Constitutional Law	3	U	SS Unit 3/4 (also CJ pathway)
Political Science	POLI 2213	Comparative Politics	3	U	SS Unit 3/4
Economics	ECON 2113	Economic Principles	3	U	SS Unit 3/4 + JS Business elective
Economics	ECON 2213	Principles of Macroeconomics	3	U	SS Unit 3 + JS Business elective
Economics	ECON 2223	Principles of Microeconomics	3	U	SS Unit 4 + JS Business elective
Economics	ECON 2313	Economics of Money and Banking	3	U	SS Unit 3/4
Psychology	PSYC 2013	Intro to Psychology	3	U	SS Unit 3/4 + JS multiple pathways
Psychology	PSYC 2113	Psychology of Dev.	3	U	SS Unit 3/4
Psychology	PSYC 2313	Psychology of Child Dev.	3	U	SS Unit 3/4 + JS Human Services
Psychology	PSYC 2083	Adolescent Psychology	3	U	SS Unit 3/4
Psychology	PSYC 2413	Social Psychology	3	U	SS Unit 3/4
Psychology	PSYC 2613	Educational Psychology	3	U	SS Unit 3/4 + Pre-Educator track
Sociology/Anthropology	ANTH 1013	Intro to Physical Anthropology	3	U	SS Unit 3/4
Sociology/Anthropology	ANTH 2013	Intro to Cultural Anthropology	3	U	SS Unit 3/4
Geography	GEOG 2013	Intro to Geography	3	U	SS Unit 3/4
Geography	GEOG 2113	Cultural Geography	3	U	SS Unit 3/4
Philosophy	PHIL 1013	Intro to Philosophy	3	U	SS Unit 3/4 or Humanities
Philosophy	PHIL 2013	Intro to Ethics	3	U	SS Unit 3/4 or Humanities
Philosophy	PHIL 2113	Intro to Logic	3	U	SS Unit 3/4 or Humanities
Philosophy	PHIL 2253	Biomedical Ethics	3	U	SS Unit 3/4 + Health Sciences crossover
Humanities	HUMN 2213	Western Humanities I	3	U	Humanities / SS Unit 3
Humanities	HUMN 2223	Western Humanities II	3	U	Humanities / SS Unit 4
Humanities	HUMN 2103	World Mythology	3	U	Humanities
Humanities	HUMN 2013	Africa and the Middle East	3	U	Humanities / SS Unit 3/4
Fine Arts	MUSC 1013	Music Appreciation	3	U	Arts (Fine Arts Survey)
Fine Arts	MUSC 1023	History of Jazz	3	U	Arts (Fine Arts Survey — Music)
Fine Arts	MUSC 1303	Intro to World Music	3	U	Arts (Fine Arts Survey)
Fine Arts	ARTS 1023	Intro to Visual Arts	3	U	Arts (Fine Arts Survey — Visual Arts)
Fine Arts	FILM 2003	Intro to Cinema Studies	3	U	Arts (Fine Arts Survey — Film)
Fine Arts	FILM 2013	Cinema History Through 1945	3	U	Arts (Film History)
Criminal Justice	CJUS 1013	Intro to Criminal Justice	3	B	SS Unit 3/4 + JS Law/Public Safety
Criminal Justice	CJUS 2213	Criminal Law	3	U	SS Unit 3/4 (Law Studies alt.)

Subject Area	Course #	Course Name	Credits	Path	Carnegie Unit / Notes
Foreign Lang.	FREN 1013	Elementary French I	3	U	Foreign Lang. Year 1
Foreign Lang.	FREN 1023	Elementary French II	3	U	Foreign Lang. Year 2
Foreign Lang.	FREN 2013	Intermediate French I	3	U	Foreign Lang. Year 3/4
Foreign Lang.	FREN 2023	Intermediate French II	3	U	Foreign Lang. Year 4
Foreign Lang.	SPAN	Spanish - All Levels	3	U	Foreign Lang. Y1
Foreign Lang.	ASLS 1013	American Sign Lang. I	3	U	Foreign Lang. Y1 + JS Human Services/Law elective
Foreign Lang.	ASLS 1023	American Sign Lang. II	3	U	Foreign Lang. Y2 + JS Human Services/Law elective
Foreign Lang.	ASLS 1113	American Sign Lang. III	3	U	Foreign Lang. (advanced) + EIPA track
Foreign Lang.	ASLS 1023	American Sign Lang. IV	3	U	Foreign Lang. (advanced) + EIPA track
Computer Science	CSCI 1923	Intro to Comps: Prog. Logic & Design	3	B	IT Pathway + FL sub. (Comp Coding as FL Y1)
Computer Science	CSCI 2123	Intro to Cybersecurity	3	T	IT Pathway + JS elective
Computer Science	CSCI 2753	Information Assurance and Security	3	T	IT Pathway capstone
Early Childhood Ed.	CDYC 1103	Working With Young Children	3	T	Human Services pathway + CDA training hours
Early Childhood Ed.	CDYC 1113	Dev. of Young Children	3	T	Human Services pathway + CDA training hours
Early Childhood Ed.	CDYC 1123	Preschool Curriculum	3	T	Human Services pathway + CDA training hours
Early Childhood Ed.	CDYC 1133	Infant and Toddler Curriculum	3	T	Human Services pathway + CDA training hours
Early Childhood Ed.	CDYC 2113	Preschool Methods	3	T	Human Services pathway (advanced)
Early Childhood Ed.	CDYC 2145	Practicum	5	T	Human Services capstone — CDA field hours
Education	PSYC 2613	Educational Psychology	3	U	Pre-Educator/Human Services track

NOTES ON DUAL-PURPOSE COURSES	
A&P I (BIOL 2213)	JS Health Sciences elective AND Science Unit 3 (University Diploma). Same course, two boxes checked.
A&P II (BIOL 2223)	JS Health Sciences elective AND Science Unit 4 (University Diploma).
ASL I (ASLS 1013)	JS elective (Human Services or Law/Public Safety) AND Foreign Lang. Year 1 (University Diploma).
ASL II (ASLS 1023)	JS elective AND Foreign Lang. Year 2 (University Diploma).
Intro to Psychology (PSYC 2013)	JS elective (multiple pathways) AND SS Unit 3/4 (University Diploma).
Economic Principles (ECON 2113)	JS Business elective AND SS Unit 3/4 (University Diploma).
CompScience I & II (CSCI 1923/1933)	JS IT elective AND Foreign Lang. Years 1 & 2 substitute (University Diploma, 2026-27 onward).
Environmental Science (ENSC 1103)	JS Ag/Manufacturing elective AND Science Unit 2 (Tech Career Diploma).
Criminal Law (CJUS 2213)	JS Law/Public Safety elective AND SS Carnegie unit via Law Studies course code.

FULL COURSE MENUS BY JUMP START 2.0 PATHWAY

The menus below map the LDOE Jump Start 2.0 course menu for each pathway against the BRCC catalog. The first five menus are the Year 1 pathways (HSA.3); Business Management, Arts/AV Technology and Communication, and Human Services are documented expansion pathways under the framework described in HSA.3 and Table 10.5.

Health Sciences Jump Start 2.0 Pathway Full Course Menu

Capstone IBCs: CNA · PCT · EKG Tech · Phlebotomy Tech · CCA · CCMA · EMT · LPN (TD) | Host: BRCC | Source: LDOE JS Pathway Brief 2025-26

CAPSTONE IBCs (at least one required for graduation): Certified Nurse Aide (CNA) · Patient Care Tech (PCT) · Certified EKG Tech · Phlebotomy Tech · Certified Coding Associate (CCA®) · Certified Clinical Medical Assistant (CCMA) · Emergency Medical Tech (EMT) · Pharmacist Tech (PTCE) · LCTCS CTC/CTS/Technical Diploma aligned to pathway

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course	IBC Connection	Notes / Application Argument
090930	**Intro to Health Occupations**	1	0.5	HLSC 1103	Medical Terminology	—	Entry orientation. Often co-delivered with BLS/CPR prep credential.
090236	**Nurse Assistant (2 cr)**	2	2	HNUR 1214	Practical Nursing Fundamentals	**Cert. Nurse Aide (CNA): Primary IBC**	LDH Nurse Aide Training Program approval required. BRCC can obtain.
090151	**Medical Terminology**	1	1	HLSC 1103	Medical Terminology	—	#1 most enrolled CTE DE course statewide
090611	**Health Science I (2 cr)**	2	2	HLSC 1204	Sterile Processing Basics	—	Foundation health sciences. Builds toward advanced credentials.
090473	**EKG I**	1	0.5	MAST 1114	Electrocardiography (EKG)	**Certified EKG Tech**	BRCC has dedicated EKG course in Medical Assistant program.
090474	**EKG II**	1	0.5	MAST 1114	Electrocardiography (EKG) — advanced	—	Follows EKG I. Builds toward PCT credential.
090022	**Phlebotomy**	1	0.5	MAST 1014	Phlebotomy	**Phlebotomy Tech**	BRCC has dedicated phlebotomy course. Stackable with CNA.
090261	**Patient Care Tech (2 cr)**	2	2	HNUR 1335	Practical Nursing Skills	**Patient Care Tech (PCT) — Adv. IBC**	Bundles CNA + Phlebotomy + EKG. Clinical placement required.
090251	**Medical Assistant I (2 cr)**	2	2	MAST 1221	Clinical Procedures I	**Certified Clin. Med. Assist (CCMA)**	BRCC has full Medical Assistant CTS program. Different career track from hospital CNA.
090501	**Basic Coding I**	1	0.5	MAST 1113	Medical Coding I	**Certified Coding Associate (CCA)**	Growth field, remote-capable. BRCC has Medical Coding I and II.
090510	**Basic Coding II**	1	0.5	MAST 1123	Medical Coding II	—	Follows Basic Coding I. Builds toward CCA credential.
150330	**Anatomy: DE CBIO 2213 (A&P I)**	1	0.5	BIOL 2213	Anatomy and Physiology I	—	DUAL PURPOSE: JS elective + Sci Unit 3 (University Diploma).
150332	**Anatomy: DE CBIO 2223 (A&P II)**	1	0.5	BIOL 2223	Anatomy and Physiology II	—	DUAL PURPOSE: JS elective + Sci Unit 4 (U. Diploma). Completes U. science requirement.
149995	**Bio II: DE CBIO Microbio.**	1	0.5	BIOL 2103	General Microbiology	—	Prereq for Nursing ASN. Optional for LPN/RN track students.
225011	**Psychology: DE CPSY 2013**	1	0.5	PSYC 2013	Intro to Psychology	—	DUAL PURPOSE: JS elective + SS Unit 3 (University Diploma).
100302	**Nutrition and Food**	1	1	BIOL 2703	Intro to Nutri. and Wellness	—	Relevant to healthcare and wellness track.
155050	**Forensic Science**	1	0.5	CJUS 2243	Crime Scene Investigation	—	Cross-pathway with Law/Public Safety: dedicated course.

Architecture & Construction Jump Start 2.0 Pathway Full Course Menu
Primary IBC: NCCER Core + Electrical Lev. 1 | Sub-pathways: Welding · HVAC · Carpentry · Pipefitting · Millwright · Drafting | Host: BRCC
CAPSTONE IBCs (at least one required for graduation): NCCER Core · NCCER Electrical/Welding/Carpentry/Pipefitting/HVAC/Millwright Lev.s 1-4 · OSHA 10 · EPA Section 608 · Autodesk Certified User AutoCAD · ADDA Drafter · Electrical Training ALLIANCE (etA) credentials · NABTU Multi-Craft Core · LCTCS CTC/CTS/TD

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
311720	**NCCER Core**	1	0.5	CORE 1003	Intro to Craft Skills	**NCCER Core Curric.: Entry IBC for all NCCER trades**	Required entry for ALL NCCER trade pathways. OSHA 10 often co-delivered.
313400	**NCCER Electrical I (cr)**	2	2	ELEC 1119	Electrical Lev. 1	**NCCER Electrical Lev. 1 — Primary capstone IBC**	Full Electrical Lev. 4 TD. Career Zone: Electrician Helper ~$39k/yr.
313405	**NCCER Electrical II (2cr)**	2	2	ELEC 1216	Electrical Lev. 2 Part 1	**NCCER Electrical Lev. 2**	CTS at 24 credit hours. Toward Electrician ~$59k/yr.
313417	**NCCER Electrical III (2cr)**	2	2	ELEC 1316	Electrical Lev. 3 Part 1	**NCCER Electrical Lev. 3**	Toward Technical Diploma at 45 hours.
313420	**NCCER Electrical IV (2cr)**	2	2	ELEC 1419	Electrical Lev. 4	**NCCER Electrical Lev. 4 — Full Technical Diploma**	BRCC Technical Diploma + Electrician credential. ~$59k/yr.
313700	**NCCER Welding I (2cr)**	2	2	WELD 1113	Welding Fund. (SMAW 1)	**NCCER Welding Lev. 1 — Primary IBC (Welding track)**	Entry Lev. Welder ~$38k/yr. BRCC delivers full Welding TD.
313705	**NCCER Welding II (2cr)**	2	2	WELD 1419	SMAW 2	**NCCER Welding Lev. 2**	CTS at 33 credit hours. Experienced Welder ~$62k/yr.
313621	**NCCER Welding III**	1	0.5	WELD 2116	GTAW (Pipe 2G-6G)	**NCCER Welding Lev. 3**	Advanced welding.
313700	**NCCER Welding IV**	1	0.5	WELD 2213	FCAW + GMAW	**NCCER Welding Lev. 4 — Technical Diploma**	Completion = BRCC Technical Diploma - Welding.
313300	**NCCER Carpentry I (2cr)**	2	2	CARP 1103	Intro and Safety	**NCCER Carpentry Lev. 1**	BRCC delivers Carpentry TD. Post-disaster rebuild demand in Louisiana.
313305	**NCCER Carpentry II (2cr)**	2	2	CARP 1214	Building Materials	**NCCER Carpentry Lev. 2**	Continues Carpentry credential sequence.
110700	**NCCER Carpentry III**	1	0.5	CARP 1234	House Framing	—	Advanced carpentry.
321514	**NCCER HVACR I**	1	0.5	HACR 1213	Intro to HVAC	**NCCER HVAC Lev. 1**	Full HVAC/R TD prog. EPA 608 embedded. LA demand.
321515	**NCCER HVACR II**	1	0.5	HACR 1229	Principles of Refrigeration	**NCCER HVAC Lev. 2**	Completes entry HVAC credential sequence.
321516	**NCCER HVACR III**	1	0.5	HACR 1234	Commercial AC	—	Advanced HVAC.
313600	**NCCER Pipefitter I (2cr)**	2	2	PIPE 1119	Pipefitting Lev. 1	**NCCER Pipefitting Lev. 1**	Pipefitting Lev.s 1-4, Industrial/petrochemical demand
313612	**NCCER Pipefitter II (2cr)**	2	2	PIPE 1216	Pipefitting Lev. 2 Part 1	**NCCER Pipefitting Lev. 2**	Continues Pipefitting credential sequence.
313714	**NCCER Millwright Lev. I (2cr)**	2	2	MILL 1119	Millwright Lev. 1	**NCCER Millwright Lev. 1**	BRCC delivers Millwright Lev.s 1-4. Heavy industrial/manufacturing application.
313740	**NCCER Millwright Lev. II**	2	2	MILL 1216	Millwright Lev. 2 Part 1	**NCCER Millwright Lev. 2**	Continues Millwright credential sequence.

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
311300	**Drafting & Design Technology I (2 cr)**	2	2	DRFT 1123	Engineering Drafting	**ADDA Certified Architectural Apprentice Drafter**	BRCC has full Drafting & Design Tech TD. Autodesk credentials available.
311305	**Drafting & Design Technology II (2cr)**	2	2	DRFT 1313	Light Commercial Building Drafting	**Autodesk Certified User AutoCAD**	Advanced drafting.
110580	**Architectural Drafting**	1	0.5	DRFT 1223	Architectural Drafting	—	Architecture track.
110840	**Civil Eng. & Architecture**	1	0.5	ENGR 1052	Intro to Engineering	—	Pre-engineering track.
310620	**Building Materials and Estimating**	1	0.5	CMGT 1213	Constr. Materials and Methods	—	Project management track. BRCC Construction Management AAS.
310630	**Project Management**	1	0.5	CMGT 2203	Constr. Project Mgmt.	—	Upper-level construction management.
150914	**Env. Sci: DE CEVS 1103**	1	0.5	ENSC 1103	Environmental Science	—	DUAL PURPOSE: JS elective + Sci Unit 2, Tech Diploma

---

Information Technology Jump Start 2.0 Pathway Full Course Menu)

Primary IBC: CompTIA Security+ or AWS Cloud Practitioner | Entry IBC: CompTIA IT Fundamentals+ | Host: BRCC

CAPSTONE IBCs (at least one required for graduation): CompTIA IT Fundamentals+ · CompTIA A+ · CompTIA Network+ · CompTIA Security+ · AWS Cloud Practitioner · Microsoft Office Specialist (Word+PPT+Excel) · Adobe Certified Associate/Expert/Professional · CIW Web/Security credentials · Operation Spark JS credentials · LCTCS CTC/CTS/TD

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
040220	**Computer Technology Literacy**	1	0.5	CSCI 1013	Intro to Computer Technology	**CompTIA IT Fundamentals+ (ITF+) — Entry IBC**	No prerequisites. Entry to IT pathway. ITF+ achievable at this stage.
061102	**Computer Science I**	1	0.5	CSCI 1923	Intro to Computers: Prog. Logic & Design	**Microsoft Office Specialist (MOS) Word+PPT+Excel**	On Common Course Catalog (CCSC 1103). Foreign Lang. sub: Computer Coding as FL I (Univ. Diploma).
061112	**Comp. Systems/ Networking I**	1	0.5	CNET 2103	Intro to Computer Networking	**CompTIA A+**	BRCC CIS Cybersecurity AAS core requirement. Most recognized entry IT credential nationally.
040213	**Cyber Literacy I**	1	0.5	CSCI 2123	Intro to Cybersecurity	—	Common Course Catalog (CCSC 1303). IBM SkillsBuild Cybersecurity certificate available,stackable.
061136	**Comp. Systems/ Networking II**	1	0.5	CNET 2503	PC and Network Security	**CompTIA Network+**	BRCC CIS Cybersecurity AAS. Network+ is a stepping stone to Security+.
040215	**Cyber Literacy II**	1	0.5	CSCI 2753	Info Assurance and Security	**CompTIA Security+ — Primary capstone IBC**	Common Course Catalog (CCSC 2113). DoD 8570 approved. Opens $50k-$65k+ roles.
061103	**Computer Science II**	1	0.5	CSCI 1933	Software Design and Programming I	**AWS Cloud Practitioner — Alternative capstone IBC**	BRCC CIS App Software Dev. concentration.
080503	**Software Design and Programming I**	1	0.5	CSCI 1933	Software Design and Programming I	—	BRCC CIS program. Alternative to CS II for software track.

080504	**Software Design and Programming II**	1	0.5	CSCI 1943	Software Design and Programming II	—	Continues software Dev. sequence.
061175	**AP Computer Science A**	1	0.5	Via online	AP Computer Science A	—	Foreign Lang. sub Year 2 for University Diploma. Via approved online provider.
061177	**AP Computer Science Principles**	1	0.5	Via online	AP Computer Science Principles	—	Foreign Lang. sub Year 1 for University Diploma. More accessible than AP CS A.
080026	**Op Spark: Fundamentals of Video Game Programming**	1	0.5	OS Partnership	Operation Spark — Video Game Programming	**Fundamentals of JavaScript Level 1**	Operation Spark is New Orleans-based org with existing Louisiana partnerships.
080027	**Op Spark: Internet of Things Programming**	1	0.5	OS Partnership	Operation Spark — IoT Programming	—	IoT skills — relevant to smart building/infrastructure.
080028	**Op Spark: Professional Software Dev.**	1	0.5	OS Partnership	Operation Spark — Professional Software Dev	**Fundamentals of JavaScript Level 2**	Most advanced Operation Spark course.
080501	**Database Design and Programming**	1	0.5	CSCI 1823	Intro to Database Design	**CIW Database Design Specialist**	Data management skills for business/analytics track.
040211	**Web Design**	1	1	ARTS 1513	Intro to Web Design	**CIW Web Design Specialist · Adobe Certified Associate**	BRCC has Web Design CTC. ARTS prefix for web design course.
080523	**Fundamentals of HTML, CSS, and JavaScript**	1	0.5	CSCI 2724	Web Programming	**CIW Web Foundations Associate**	BRCC delivers web programming courses.
061100	**PLTW Computer Science Essentials**	1	0.5	CSCI 1013	Intro to Computer Technology	—	Project Lead the Way. Alternative entry-level CS.
061138	**CompTIA+ Security**	1	0.5	CSCI 2123	Intro to Cybersecurity	**CompTIA Security+ (partial prep)**	Maps to CCSC 2103.
080532	**Data Manipulation and Analysis (LSU)**	1	0.5	CSCI 1973	Emerging Technology	—	Data analytics skills. BRCC has an Emerging Technology course.

Manufacturing Jump Start 2.0 Pathway Full Course Menu

Primary IBCs: NCCER Instrumentation/Millwright · Certified Production Tech (CPT) · NCCER Electrical/Welding/Pipefitting | Host: BRCC | ExxonMobil/NBRITI partnership

CAPSTONE IBCs (at least one required for graduation): NCCER Core · NCCER Electrical Lev.s 1-4 · NCCER Instrumentation Lev.s 1-4 · NCCER Millwright Lev.s 1-4 · NCCER Pipefitting Lev.s 1-4 · NCCER Welding Lev.s 1-2 · Certified Production Tech (CPT) · CITF Millwright/Welding credentials · OSHA 10 · LCTCS CTC/CTS/TD

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
311720	**NCCER Core**	1	0.5	CORE 1003	Intro to Craft Skills	**NCCER Core Curriculum — Entry IBC**	Required entry for all NCCER manufacturing trades.
313500	**NCCER Instrumentation I (2 cr)**	2	2	INST 1119	Instrumentation Lev. 1	**NCCER Instrumentation Lev. 1**	BRCC delivers Instrumentation Lev.s 1-4 — rare at community college level.

313505	**NCCER Instrumentation II (2 cr)**	2	2	INST 1216	Instrumentation Lev. 2 Part 1	**NCCER Instrumentation Lev. 2**	Continues Instrumentation credential.
313517	**NCCER Instrumentation III**	1	0.5	INST 1316	Instrumentation Lev. 3 Part 1	—	Advanced Instrumentation.
313520	**NCCER Instrumentation IV**	1	0.5	INST 1419	Instrumentation Lev. 4	**NCCER Instrumentation Lev. 4 — Tech. Diploma**	Completion = BRCC Instrumentation TD.
313714	**NCCER Millwright Lev. I (2cr)**	2	2	MILL 1119	Millwright Lev. 1	**NCCER Millwright Lev. 1**	Heavy industrial machinery maintenance. BRCC delivers Lev.s 1-4.
313715	**NCCER Millwright Lev. II (2cr)**	2	2	MILL 1216	Millwright Lev. 2 Part 1	**NCCER Millwright Lev. 2**	Continues Millwright credential.
313716	**NCCER Millwright Lev. III (2 cr)**	2	2	MILL 1316	Millwright Lev. 3 Part 1	—	Advanced Millwright.
313717	**NCCER Millwright Lev. IV (2cr)**	2	2	MILL 1419	Millwright Lev. 4	**NCCER Millwright Lev. 4 — Technical Diploma**	Completion = BRCC Millwright TD.
313400	**NCCER Electrical I (2cr)**	2	2	ELEC 1119	Electrical Lev. 1	**NCCER Electrical Lev. 1**	Cross-pathway with Architecture & Construction.
313405	**NCCER Electrical II (2cr)**	2	2	ELEC 1216	Electrical Lev. 2 Part 1	**NCCER Electrical Lev. 2**	Continues Electrical credential.
313600	**NCCER Pipefitter I (2cr)**	2	2	PIPE 1119	Pipefitting Lev. 1	**NCCER Pipefitting Lev. 1**	Cross-pathway with A&C. BRCC delivers Lev.s 1-4.
313700	**NCCER Welding I (2cr)**	2	2	WELD 1113	Welding Fundamentals	**NCCER Welding Lev. 1**	Cross-pathway with A&C. BRCC delivers full Welding TD.
110911	**Process Tech I**	1	0.5	PTEC 1013	(Process Technology AAS)	**Certified Production Tech (CPT) — Primary IBC**	NBRITI/ExxonMobil partnership active.
110912	**Process Tech II**	1	0.5	PTEC 1023	Process Technology — Unit Systems	—	Continues Process Technology sequence toward AAS.
110913	**Process Tech I (2 cr)**	2	2	PTEC 1013	Process Technology — Equipment	—	2-credit version of Process Tech I.
311300	**Drafting & Design Technology I (2 cr)**	2	2	DRFT 1123	Engineering Drafting	**Autodesk Certified User AutoCAD**	Cross-pathway with A&C. BRCC Drafting & Design TD.
080532	**Data Manipulation and Analysis (LSU)**	1	0.5	CSCI 1973	Emerging Technology	—	Data analytics skills relevant to manufacturing process control.
150914	**Environmental Sci: DE CEVS 1103**	1	0.5	ENSC 1103	Environmental Science	—	Environmental regulations relevant to industrial/manufacturing settings.

Transportation, Distribution & Logistics Jump Start 2.0 Pathway Full Course Menu

Primary IBCs: ASE Student Certificates (Auto/Diesel) · I-CAR (Collision) · FAA Part 107 · MSSC Logistics | Host: BRCC

CAPSTONE IBCs (at least one required for graduation): ASE Student Certificates (full Automobile and Medium/Heavy Truck series) · I-CAR Student Certification · I-CAR Platinum Role: Refinish and Non-Structural · FAA Part 107: Small Unmanned Aircraft · Certified Logistics Associate or Tech (MSSC) · Certified in Logistics, Transportation & Distribution (ASTL) · S/P2 Automotive Service Safety · OSHA 10 · LCTCS CTC/CTS/TD

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
310300	**Automotive Tech I (2 cr)**	2	2	AUTO 1103	Engine Design	**ASE Student Certificate — Engine Repair**	BRCC has full Auto Tech AAS. Entry to automotive credential sequence.
310305	**Automotive Tech II (2 cr)**	2	2	AUTO 1204	Automatic Transmission Systems	**ASE Student Certificate — Transmission**	Continues automotive sequence.
310306	**Automotive Tech III (2 cr)**	2	2	AUTO 1304	Manual Drivetrain and Axles	**ASE Student Certificate — Manual Drivetrain**	Advanced automotive.
310307	**Automotive Tech IV (2 cr)**	2	2	AUTO 1404	Steering and Suspension	**ASE Student Cert,— Steering & Suspension**	S/P2 credential available.
310308	**Automotive Tech V (2 cr)**	2	2	AUTO 1504	Brake Systems	**ASE Student Certificate — Brakes**	
310309	**Automotive Tech VI (2 cr)**	2	2	AUTO 1614	Automotive Advanced Electrical	**ASE Student Cert, — Electrical/Electronic Sys**	
310200	**Auto Body Repair I (2 cr)**	2	2	CLRP 1105	Non-Structural Damage	**I-CAR Student Cert. — Non-Structural**	BRCC has Auto Body/Collision Repair TD
310205	**Auto Body Repair II (2 cr)**	2	2	CLRP 1224	Paint and Refinish	**I-CAR Platinum Role: Refinish Tech**	Continues collision repair sequence.
310214	**Auto Body Repair III**	1	0.5	CLRP 1314	Section, Cut, and Weld	**I-CAR Certification — Structural**	Advanced collision repair.
311200	**Diesel Mechanics I (2 cr)**	2	2	DHTT 1103	Truck Engine Design	**ASE Certification Medium/ Heavy Truck: Diesel Engines**	BRCC delivers full Diesel Heavy Truck Tech TD
311205	**Diesel Mechanics II (2 cr)**	2	2	DHTT 1304	Truck Drivetrain	**ASE Certification Medium/ Heavy Truck: various**	Continues diesel sequence.
150903	**Aerospace Science**	1	0.5	AMTG 1016	General Maintenance Practices	**FAA Airframe & Powerplant — preparation**	BRCC has Aviation Maintenance Technology AAS (3 concentrations). Unusual asset for community college.
110830	**Aerospace Engineering**	1	0.5	ENGR 1052	Intro to Engineering	**FAA Part 107 — preparation**	Engineering foundation for aviation/aerospace track.
313831	**Intro to Logistics**	1	0.5	BUSN 2703	Intro to Logistics	**Certified Logistics Associate (MSSC)**	BRCC delivers via Business division.

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
313837	**Logistics I**	1	0.5	BUSN 2703	Intro to Logistics	**Certified in Logistics, Transportation, and Distribution (ASTL)**	BRCC Logistics coursework through Business program.
313833	**Supply Chain Management**	1	0.5	BUSN 2703	Intro to Logistics	—	Supply chain skills. BRCC Business program.
313835	**Warehouse and Inventory Management**	1	0.5	BUSN 2703	Intro to Logistics	—	Inventory management skills.
310630	**Project Management**	1	0.5	INTE 1253	Project Management	—	Cross-pathway. BRCC CSCI/INTE program.
312091	**Intro to Maritime Careers & Opportunities**	1	0.5	BIOL 2413	Intro to Oceanography / ENSC 2083 Marine Science	—	BRCC has Oceanography and Marine Science courses as closest equivalents. Maritime careers track.

Business Management Jump Start 2.0 Pathway Full Course Menu

Primary IBCs: Microsoft Office Specialist (Word+PPT+Excel) · Customer Service and Sales · Adobe Certified Associate · Business Operations Credential | Host: BRCC

CAPSTONE IBCs (at least one required for graduation): Microsoft Office Specialist: Word, PowerPoint, AND Excel · Customer Service and Sales · Adobe Certified Associate/Expert/Professional · Business Operations Credential · Louisiana Micro-Enterprise (Regional/Statewide) · LCTCS CTC/CTS/TD aligned to pathway

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
040305	**Business Communications**	1	0.5	BUSN 2403	Business Communication	—	Foundation business communication.
040306	**Principles of Business**	1	0.5	BUSN 1003	Intro to Business	—	Entry-level business survey.
040303	**Business Law**	1	0.5	BUSN 2103	Business Law	—	Legal environment of business.
040307	**Business Math**	1	0.5	MATH 1013	Technical Mathematics	—	Applied math for business context.
040400	**Business Computer Applications**	1	0.5	CSCI 2203	Microcomputer Applications in Business	**MS Office Specialist (MOS) Word+PPT+Excel: Primary IBC**	MOS credential accessible and employer-recognized.
040101	**Accounting I**	1	0.5	ACCT 2313	Financial Accounting I	—	BRCC has full Accounting Technology CTS prog.
040104	**Accounting II**	1	0.5	ACCT 2323	Financial Accounting II	—	Continues accounting sequence.
041001	**Customer Service**	1	1	BUSN 1303	Customer Service for Business Professionals	**Customer Service and Sales — IBC**	Direct credential alignment.
041025	**Principles of Marketing I**	1	0.5	BUSN 2003	Principles of Marketing	—	BRCC Marketing coursework.
041026	**Princ. of Marketing II**	1	0.5	BUSN 2003	Principles of Marketing	—	Continues marketing sequence.

041052	**Marketing Management**	1	0.5	MANG 2103	Principles of Management	—	Management foundations.
220202	**Econ: DE ECON 2113**	1	0.5	ECON 2113	Economic Principles	—	DUAL PURPOSE: JS elective + SS Carnegie unit.
220608	**Economics: DE CECN 2213 Macroeconomics**	1	0.5	ECON 2213	Principles of Macroeconomics.	—	DUAL PURPOSE: JS elective + SS.
040302	**Business English**	1	0.5	ENGL 2513	Professional Writing	—	Professional writing skills.
040207	**Desktop Publishing**	1	0.5	ARTS 2313	Intro to Graphic Design	**Adobe Certified Associate — Illustrator, InDesign**	BRCC has full Graphic Design seq. Adobe credentials achievable.
311600	**Graphic Arts I (2 cr)**	2	2	ARTS 2313	Intro to Graphic Design	**Adobe Certified Associate — Photoshop, Illustrator**	BRCC Graphic Design sequence.
311605	**Graphic Arts II (2 cr)**	2	2	ARTS 2323	Intermediate Graphic Design	**Adobe Certified Expert**	Advanced Graphic Design.
310900	**Cosmetology I (2 cr)**	2	2	COSM 1002	Basics of Skin, Scalp, and Hair	**300 hours Cosmetology — IBC**	BRCC has a full Cosmetology TD program. Appears on both Business Mgmt., Human Services pathways.
310905	**Cosmetology II (2 cr)**	2	2	COSM 1104	Wet Hair Styling	—	Continues cosmetology sequence.
080523	**Fundamentals of HTML, CSS, JavaScript**	1	0.5	CSCI 2724	Web Programming	**CIW Web Foundations Associate**	Web skills for digital marketing track.
041044	**Fundamentals of Real Estate**	1	0.5	PALG 2223	Real Estate Law and Procedures	—	Real estate track. BRCC Paralegal program has a Real Estate Law course.

Arts, A/V Technology & Communication Jump Start 2.0 Pathway Full Course Menu

Primary IBCs: Adobe Certified Associate/Expert/Professional · AVID ProTools · CIW Web credentials | Host: BRCC | Film, Music, Visual Arts, Web Design

CAPSTONE IBCs (at least one required for graduation): Adobe Certified Associate/Expert/Professional (Photoshop, Illustrator, Premiere, InDesign, After Effects, Dreamweaver, Animate) · AVID Media Composer · AVID ProTools User · CIW Web Design/Site Dev./Web Foundations · Digital Media Portfolio · FAA Part 107 · Operation Spark JS credentials · LCTCS CTC/CTS aligned to pathway

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
080800	**Digital Media I (2 cr)**	2	2	FILM 1023	Film and New Media Production I	**Adobe Certified Associate: Premiere Pro — Entry IBC**	BRCC has a Film & New Media Production CTC program. Production I and II.
080805	**Digital Media II (2 cr)**	2	2	FILM 2033	Film and New Media Production II	**Adobe Certified Associate: After Effects · Premiere Pro**	Continues film/media production sequence.
080831	**Digital Media III (2 cr)**	2	2	FILM 2043	Post-Production Editing and VFX	**Adobe Certified Expert — Premiere Pro**	Advanced post-production.
311600	**Graphic Arts I (2 cr)**	2	2	ARTS 2313	Intro to Graphic Design	**Adobe Certified Associate:**	BRCC has a full Graphic Design sequence.

						Illustrator · InDesign	
311605	**Graphic Arts II (2 cr)**	2	2	ARTS 2323	Intermediate Graphic Design	**Adobe Certified Expert: Illustrator**	Continues graphic design sequence.
311614	**Graphic Arts III (2 cr)**	2	2	ARTS 2333	Typography	—	Advanced design.
030501	**Art I**	1	0.5	ARTS 1113	Intro to Two-Dimensional Design	—	Foundation visual arts.
030502	**Art II**	1	0.5	ARTS 2203	Beginning Drawing	—	Drawing fundamentals.
030503	**Art III**	1	0.5	ARTS 2213	Intermediate Drawing	—	Intermediate drawing.
030520	**Studio Art Design: DE CART 1113**	1	0.5	ARTS 1113	Intro to Two-Dimensional Design	—	DUAL PURPOSE: JS elective + Fine Arts Carnegie unit (University Diploma).
030593	**Fine Arts Survey: DE CART 1013**	1	0.5	ARTS 1023	Intro to Visual Arts	—	DUAL PURPOSE: JS elective + Fine Arts Carnegie unit.
030590	**Fine Arts Survey: DE CMUS 1013**	1	0.5	MUSC 1013	Music Appreciation	—	DUAL PURPOSE: JS elective + Fine Arts Carnegie unit.
312400	**Photography I (2 cr)**	2	2	ARTS 1153	Intro to Digital Photography	**Adobe Certified Associate: Photoshop**	BRCC delivers digital photography. Photoshop credential achievable.
312800	**Television Production I (2 cr)**	2	2	FILM 1023	Film and New Media Production I	**AVID Media Composer · AVID ProTools User**	BRCC Film program covers production broadly.
312805	**Television Production II (2 cr)**	2	2	FILM 2033	Film and New Media Production II	—	Continues production sequence.
311314	**Audio Engineering**	0.5	0.5	MUSC 2313	Pro Tools I	**AVID ProTools User**	Pro Tools I and II in Music Studio Production CTC prog.
030318	**Music and Media**	1	0.5	MUSC 1313	History of the Recording Industry	—	Music industry context. BRCC Music Studio Production CTC.
030319	**Music and Technology**	1	0.5	MUSC 1413	Intro to Music Technology	—	Music technology.
080523	**Fundamentals of HTML, CSS, JavaScript**	1	0.5	CSCI 2724	Web Programming	**CIW Web Foundations Associate**	Web Dev. for digital media track.
040211	**Web Design**	1	1	ARTS 1513	Intro to Web Design	**CIW Web Design Specialist**	BRCC delivers Intro to Web Design in ARTS prefix.
080026	**Op Spark: Video Game Programming**	1	0.5	OS	Operation Spark Partnership	**Fundamentals of JavaScript Level 1**	Operation Spark — New Orleans-based coding org with LA partnerships.

Human Services Jump Start 2.0 Pathway Full Course Menu

Primary IBCs: CDA (Early Childhood) · 300 hrs Cosmetology · EIPA/SLPI (ASL/Interpreting) · EMR | Host: BRCC | 3 sub-tracks: ECE/CDA · Cosmetology · ASL

CAPSTONE IBCs (at least one required for graduation): Child Dev. Associate (CDA) · 300 hours Cosmetology · 300 hours Barbering · Educational Interpreter Performance Assessment (EIPA) · Sign Lang. Proficiency Interview (SLPI) · Customer Service and Sales · Emergency Medical Responder (EMR) · NRF Business of Retail · LCTCS CTC/CTS/TD

JS Code	JS Course Name	Max Cr	Min Cr	BRCC Code	BRCC Course Name	IBC Connection	Notes / Application Argument
100661	**Early Childhood Ed. I (2 cr)**	2	2	CDYC 1103	Working With Young Children	**Child Dev. Associate (CDA) — Primary IBC**	Care and Dev. of Young Children AAS. CDA field hours can occur in LCTCS AE classrooms.
100671	**Early Childhood Ed. II (2cr)**	2	2	CDYC 1113	Dev. of Young Children	—	Continues ECE sequence toward CDA credential.
100674	**Early Childhood Ed. III (2cr)**	2	2	CDYC 1123	Preschool Curriculum	—	Preschool curric. Dev. Advances CDA training hours.
100604	**Child Dev.**	1	1	CDYC 1113	Dev. of Young Children	—	Foundation child Dev..
100606	**Advanced Child Dev.**	1	1	CDYC 2113	Preschool Methods	—	Advanced child Dev..
225010	**Child Psych. & Parenthood Ed.**	1	0.5	PSYC 2313	Psychology of Child Dev.	—	Also PSYC 2083 Adolescent Psychology.
100677	**Multicultural Learning Communities**	1	0.5	CDYC 2132	Family Relationships and Issues	—	BRCC family/multicultural content.
310900	**Cosmetology I (2cr)**	2	2	COSM 1002	Basics of Skin, Scalp, Hair	**300 hrs Cosmetology IBC**	Cosmetology TD. Sub-pathway w/in Human Services
310905	**Cosmetology II (2cr)**	2	2	COSM 1104	Wet Hair Styling	—	Continues cosmetology sequence.
310914	**Cosmetology III (2cr)**	2	2	COSM 1203	Hair Cutting	—	Advanced cosmetology.
310916	**Cosmetology IV (2cr)**	2	2	COSM 2503	Salon Management	—	Completion toward 300hrs and state licensure exam.
123456	**American Sign Lang. I**	1	0.5	ASLS 1013	American Sign Lang. I	—	DUAL PURPOSE: JS elective + Foreign Lang. Year 1 (University Diploma). Full ASLS AA prog.
123457	**American Sign Lang. II**	1	0.5	ASLS 1023	American Sign Lang. II	**Sign Lang. Proficiency Interview (SLPI)**	DUAL PURPOSE: JS elective + Foreign Lang. Year 2.
—	**ASL III (via BRCC ASLS 1113)**	1	0.5	ASLS 1113	American Sign Lang. III	**EIPA (Ed. Interpreter Performance Assessment)**	Advanced ASL leading to EIPA credential for educational interpreting.
—	**ASL IV (via BRCC ASLS 1123)**	1	0.5	ASLS 1123	American Sign Lang. IV	—	BRCC unique asset: full ASL sequence through interpreting practicum.
—	**Intro to Interpreting (via BRCC ASLS 1133)**	1	0.5	ASLS 1133	Intro to Interpreting	**EIPA · SLPI**	Interpreting track capstone at BRCC. Leads to Delgado Interpreter Training Program.
225011	**Psychology: DE CPSY 2013**	1	0.5	PSYC 2013	Intro to Psychology	—	DUAL PURPOSE: JS elective + SS Carnegie unit.

SAMPLE SEQUENCE MAPS BY PATHWAY - TOPS TECH CAREER DIPLOMA

The sequence maps below show a sample four-year course sequence for each pathway on the TOPS Tech Career Diploma: core academic units alongside the nine-unit Jump Start 2.0 sequence, from the Foundations introductory course through the Journey dual enrollment core to the Capstone coursework, required industry-based credential, and work-based learning. The maps demonstrate that every pathway can be completed, with all 23 required units and the credential, within four years (five for Transitional 9th-grade students). They are samples, not fixed tracks: each student's Success Navigator builds an ACP from the student's credit standing at entry, using these maps as the template (HSA.2.a).

How to Read the Maps	LCTCC Sample 4-Year Sequence Maps (TOPS Tech Career Diploma)
Canvas course	Delivered via the LCTCC Canvas LMS and built before opening on state-reviewed curricula: English I and II (Tier 1 ELA Guidebooks), Algebra I and Geometry (Tier 1 enVision), Bio I (Tier 1 OpenSciEd, for students pending DE placement), Financial Literacy and Health Ed.
BRCC DE Course	On TOPS approved dual enrollment list. Delivered by BRCC faculty at the LCTCC campus pod or BRCC.
Jump Start Elective	LDOE Jump Start 2.0 pathway course mapped to BRCC course. Counts toward the 9-unit JS requirement for Tech Career Diploma.
IBC Milestone ★	Credential checkpoint within the JS sequence. Each IBC is a stackable, industry-recognized credential. Every Career Diploma graduate earns at least one capstone IBC.
Dual-Purpose Course ★	Course satisfies a Jump Start elective unit AND a Carnegie unit; scheduling efficiency wins. The ACP schedules these courses first.
LEAP EOC Assessment	Biology I EOC (Yr2 Spring) and Civics EOC (Yr3 Spring) are required. Assessment calendar will be built into the school schedule.
Sequence Notes	
Year 1 foundation load	All pathways: English I (Canvas), Algebra I (Canvas), Biology I (Canvas core or BRCC DE), JS entry course in Year 1 Fall. English II (Canvas) + JS course in Year 1 Spring. Year 1 is intentionally lighter to support re-engagement population transition.
IBC pacing	Structure the JS sequence so students earn at least one entry-level IBC by end of Year 2 and the capstone IBC by end of Year 4. This is the graduation requirement for the Tech Career Diploma.
LEAP EOC planning	Bio I EOC: schedule Yr2 Spring, following Bio I in Yr1 Spring. Civics EOC: schedule Yr3 Spring, following American Gov. in Yr3 Fall.
PE and Health delivery	PE I (1 unit) and PE II (0.5 unit) are delivered through Canvas fitness and wellness coursework with documented physical activity logs, the model in use at Louisiana virtual schools; extracurricular sports (code 190113) may substitute for 0.5 unit of PE II, and host-campus fitness facilities supplement on-pod activity. Health Education (0.5 unit) is an LCTCC Canvas course including required opioid awareness content.
Canvas course builds	English I and II (ELA Guidebooks), Algebra I and Geometry (enVision), Biology I (OpenSciEd, default delivery), Financial Literacy, and Health Education are built in Canvas before opening. Algebra I and Geometry are sequenced first; they gate all higher mathematics on both diploma paths.
Shared academic core	ELA, Math, Science, SS, PE/Health sequences are IDENTICAL across all five pathways. Only the Jump Start row differs by pathway. This means academic scheduling infrastructure can be built once and applied to all.

DUAL-PURPOSE COURSES BY PATHWAY	
ENSC 1103 (all 5 pathways)	Environmental Sci: Science Unit 2 (Tech Diploma) AND J.S. elective on the Health, A&C, IT, Manufacturing, and TDL pathways.
PSYC 2013 (Health Sci, IT)	Intro to Psych: a J.S. elective on the Health Sciences and IT pathways; Social Studies unit on Univ. pathway.
ECON 2113 (A&C, Mfg, TDL)	Econ. Principles: a J.S. elective on the Arch. and Constr., Manufacturing, and TDL pathways; also Social Studies unit on Univ. pathway.

LCTCC Health Sciences: TOPS Tech Career Diploma Sample 4-Year Sequence

Target IBCs: CNA (Yr 2) → PCT / CCA (Yr 4)

Highest dual-purpose efficiency of all five pathways. ENSC 1103 fulfills Science Unit 2. PSYC 2013 fulfills SS Unit 3. A&P I/II are JS electives on the Tech path (dual-purpose applies to University path for Science Units 3 & 4).

Carnegie Unit / Subject Area	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
ENGLISH (4 units req.)	English I (Canvas) 1 unit	English II (Canvas) 1 unit	ENGL 1013 English Comp I 1 unit		ENGL 1023 English Comp II 1 unit			
MATHEMATICS (4 units req.)	Algebra I (Canvas) 1 unit		Geometry (Canvas) 1 unit	MATH 1103 Contemp. Math 1 unit		MATH 1303 Statistics (4th Math) 1 unit		
SCIENCE (2 units req.)		BIOL 1013 General Biology I 1 unit	ENSC 1103 Environmental Sci ★ JS elective + Sci Unit 2: 1 unit	★ LEAP Biology EOC				
Social Studies (3 units req.)			HIST 2013 Am. History I 1 unit	HIST 2023 Am. History II 1 unit	POLI 2013 Am. Government 1 unit	★ LEAP Civics EOC	PSYC 2013 Intro Psychology ★ JS elective + SS Unit 3: 1 unit	
PE / HEALTH (2 units req.)		PE I 1 unit (Canvas +activity log)	PE II 0.5 unit (Canvas + activity log or sports 190113)	Health Ed 0.5 unit (Canvas)				
JUMP START Health Sciences (9 units req.)	HLSC 1103 Medical Terminology 1 unit	**HLSC 1204 Sterile Processing 1 unit**	**HNUR 1214 PN Fundamentals → CNA IBC ★ 2 units**	**MAST 1014 Phlebotomy 0.5 unit**	**MAST 1114 EKG I & II 1 unit**	**HNUR 1335 PN Skills → PCT IBC ★ 2 units**	**MAST 1113 Medical Coding I 0.5 unit**	**MAST 1123 Medical Coding II → CCA IBC ★ 1 unit**

TOPS Tech Career Diploma total: 4 ELA + 4 Math + 2 Science + 3 SS + 2 PE/Health + 9 Jump Start = 24 Carnegie units minimum | ★ = dual-purpose course

LCTCC Architecture and Construction: TOPS Tech Career Diploma Sample 4-Year Sequence								
Target IBCs: NCCER Core + OSHA 10 (Yr 1) → NCCER Electrical Lvl 1 (Yr 2) → Lvl 4 Technical Diploma (Yr 4)								
Electrical is the primary sub-pathway. NCCER Core IBC achievable in Year 1 Fall. ENSC 1103 pulls double duty as Science Unit 2. OSHA 10 co-delivered with NCCER Core at no additional course cost.								
Carnegie Unit / Subject Area	**Year 1 Fall**	**Year 1 Spring**	**Year 2 Fall**	**Year 2 Spring**	**Year 3 Fall**	**Year 3 Spring**	**Year 4 Fall**	**Year 4 Spring**
ENGLISH (4 units req.)	English I (Canvas) 1 unit	English II (Canvas) 1 unit	ENGL 1013 English Comp I 1 unit		ENGL 1023 English Comp II 1 unit			
MATHEMATICS (4 units req.)	Algebra I (Canvas) 1 unit		Geometry (Canvas) 1 unit	MATH 1013 Tech Mathematics 1 unit		MATH 1103 Contemp. Math (4th Math) 1 unit		
SCIENCE (2 units req.)		BIOL 1013 General Biology I 1 unit	ENSC 1103 Environmental Sci ★ JS elective + Sci Unit 2: 1 unit	★ LEAP Biology EOC				
SS (3 units req.)			HIST 2013 Am. History I 1 unit	HIST 2023 Am. History II 1 unit	POLI 2013 Am. Government 1 unit	★ LEAP Civics EOC	ECON 2113 Econ. Principles (SS Unit 3) 1 unit	
PE / HEALTH (2 units req.)		PE I 1 unit (Canvas +activity log)	PE II 0.5 unit (Canvas + activity log or sports 190113)	Health Ed 0.5 unit (Canvas)				
JUMP START Arch. & Construction (9 units req.)	**CORE 1003 NCCER Core → NCCER Core IBC + OSHA 10 ★ 1 unit**	ELEC 1119 Electrical Lvl 1 2 units	**→ NCCER Elec. Lvl 1 IBC ★ (milestone)**	ELEC 1216 Electrical Lvl 2 2 units	ELEC 1316 Electrical Lvl 3 2 units	ELEC 1419 Electrical Lvl 4 2 units	**→ NCCER Elec. Lvl 4 IBC ★ + Tech. Diploma**	DRFT 1123 Engineering Drafting (elective)
*TOPS Tech Career Diploma total: 4 ELA + 4 Math + 2 Science + 3 SS + 2 PE/Health + 9 Jump Start = 24 Carnegie units minimum	★ = dual-purpose course*							

LCTCC Information Technology: TOPS Tech Career Diploma Sample 4-Year Sequence

Target IBCs: MOS Word+PPT+Excel (Yr 1-2) → CompTIA A+/Net+ (Yr 2-3) → Security+ (Yr 3-4)

Most stackable IBC structure — annual credential milestones. ENSC 1103 covers Science Unit 2. PSYC 2013 covers SS Unit 3 as a JS elective. MOS is achievable within Year 1 and is the highest-ROI early credential.

Carnegie Unit / Subject Area	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
ENGLISH (4 units req.)	English I (Canvas) 1 unit	English II (Canvas) 1 unit	ENGL 1013 English Comp I 1 unit		ENGL 1023 English Comp II 1 unit			
MATHEMATICS (4 units req.)	Algebra I (Canvas) 1 unit		Geometry (Canvas) 1 unit	MATH 1103 Contemporary Math: 1 unit		MATH 1303 Statistics (4th Math): 1 unit		
SCIENCE (2 units req.)		BIOL 1013 General Biology I 1 unit	ENSC 1103 Environmental Sci ★ JS elective + Sci Unit 2: 1 unit	★ LEAP Biology EOC				
SS (3 units req.)			HIST 2013 Am. History I 1 unit	HIST 2023 Am. History II 1 unit	POLI 2013 Am. Government 1 unit	★ LEAP Civics EOC	PSYC 2013 Intro Psychology ★ JS elective + SS Unit 3: 1 unit	
PE / HEALTH (2 units req.)		PE I 1 unit (Canvas +activity log)	PE II 0.5 unit (Canvas + activity log or sports 190113)	Health Ed 0.5 unit (Canvas)				
JUMP START Information Technology (9 units req.)	CSCI 1013 Intro IT + ITF+ prep 0.5 unit	**CSCI 2203 Micro Apps → MOS IBC ★ (Word+PPT+Excel) 1 unit**	CNET 2103 Networking I 0.5 unit	**CNET 2503 PC Security → A+ / Net+ IBC ★ 1 unit**	CSCI 2123 Intro Cybersecurity 0.5 unit	CSCI 2753 Info Assurance 0.5 unit	**→ CompTIA Security+ IBC ★**	ARTS 1513 Web Design + CIW IBC

TOPS Tech Career Diploma total: 4 ELA + 4 Math + 2 Science + 3 SS + 2 PE/Health + 9 Jump Start = 24 Carnegie units minimum | ★ = dual-purpose course . The map shows the credential spine; students complete the full 9-unit Jump Start requirement with additional IT-menu electives scheduled through the IGP.

LCTCC Manufacturing: TOPS Tech Career Diploma Sample 4-Year Sequence

Target IBCs: NCCER Core + OSHA 10 (Yr 1) → NCCER Instrumentation Lvl 1 (Yr 2) → Lvl 4 Technical Diploma (Yr 4)

Mirrors A&C NCCER structure. Instrumentation is the primary differentiator — BRCC delivers Lev.s 1–4, rare at community college level. NBRITI/ExxonMobil partnership is a live proof point. ENSC 1103 covers Science Unit 2 as a JS elective.

Carnegie Unit / Subject Area	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
ENGLISH (4 units req.)	English I (Canvas) 1 unit	English II (Canvas) 1 unit	ENGL 1013 English Comp I 1 unit		ENGL 1023 English Comp II 1 unit			
MATHEMATICS (4 units req.)	Algebra I (Canvas) 1 unit		Geometry (Canvas) 1 unit	MATH 1013 Tech Mathematics 1 unit		MATH 1103 Contemp. Math (4th Math) 1 unit		
SCIENCE (2 units req.)		BIOL 1013 General Biology I 1 unit	ENSC 1103 Environmental Sci ★ JS elective + Sci Unit 2: 1 unit	★ LEAP Biology EOC				
SS (3 units req.)			HIST 2013 Am. History I 1 unit	HIST 2023 Am. History II 1 unit	POLI 2013 Am. Government 1 unit	★ LEAP Civics EOC	ECON 2113 Econ. Principles (SS Unit 3) 1 unit	
PE / HEALTH (2 units req.)		PE I 1 unit (Canvas +activity log)	PE II 0.5 unit (Canvas + activity log or sports 190113)	Health Ed 0.5 unit (Canvas)				
JUMP START Manufacturing (9 units req.)	**CORE 1003 NCCER Core → NCCER Core IBC + OSHA 10 ★ 1 unit**	INST 1119 Instrument. Lvl 1 2 units	**→ NCCER Inst. Lvl 1 IBC ★ (milestone)**	INST 1216 Instrument. Lvl 2 2 units	INST 1316 Instrument. Lvl 3 2 units	INST 1419 Instrument. Lvl 4 2 units	**→ NCCER Inst. Lvl 4 IBC ★ + Tech. Diploma**	★ JS elective + Sci Unit 2

TOPS Tech Career Diploma total: 4 ELA + 4 Math + 2 Science + 3 SS + 2 PE/Health + 9 Jump Start = 24 Carnegie units minimum | ★ = dual-purpose course

LCTCC Transportation, Distribution, and Logistics: TOPS Tech Career Diploma Sample 4-Year Sequence

Target IBCs: CLA/MSSC Logistics (Yr 1) → ASE Engine Repair (Yr 2) → Full ASE Student Certificate (Yr 3-4)

Automotive is the deepest sub-pathway (full AAS at BRCC). MSSC Logistics CLA is accessible in Year 1 as an early credential milestone. ENSC 1103 covers Science Unit 2 as a JS elective. CDL Class B requires an external partner.

Carnegie Unit / Subject Area	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring
ENGLISH (4 units req.)	English I (Canvas) 1 unit	English II (Canvas) 1 unit	ENGL 1013 English Comp I 1 unit		ENGL 1023 English Comp II 1 unit			
MATHEMATICS (4 units req.)	Algebra I (Canvas) 1 unit		Geometry (Canvas) 1 unit	MATH 1013 Tech Mathematics 1 unit		MATH 1103 Contemp. Math (4th Math) 1 unit		
SCIENCE (2 units req.)		BIOL 1013 General Biology I 1 unit	ENSC 1103 Environmental Sci ★ JS elective + Sci Unit 2: 1 unit	★ LEAP Biology EOC				
SS (3 units req.)			HIST 2013 Am. History I 1 unit	HIST 2023 Am. History II 1 unit	POLI 2013 Am. Government 1 unit	★ LEAP Civics EOC	ECON 2113 Econ. Principles (SS Unit 3) 1 unit	
PE / HEALTH (2 units req.)		PE I 1 unit (Canvas +activity log)	PE II 0.5 unit (Canvas + activity log or sports 190113)	Health Ed 0.5 unit (Canvas)				
JUMP START Transportation, Dist. & Logistics (9 units req.)	**BUSN 2703 Intro Logistics → CLA IBC ★ (MSSC) 0.5 unit**	AUTO 1103 Engine Design 2 units	**→ ASE Engine Repair IBC ★ (milestone)**	AUTO 1204 Transmission 2 units	AUTO 1304–1404 Drivetrain + Steering 2 units	AUTO 1504 Brake Systems 2 units	**→ ASE Student Certificate IBC ★**	AUTO 1614 Adv. Electrical 2 units

TOPS Tech Career Diploma total: 4 ELA + 4 Math + 2 Science + 3 SS + 2 PE/Health + 9 Jump Start = 24 Carnegie units minimum | ★ = dual-purpose course

APPENDIX 10 - APX.10

Table of AP, IB, Dual Enrollment, ACT Preparation, and CTE Courses

Tables identifying the Advanced Placement, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses LCTCC will offer to students by grade level during the first five years of operation, along with a rationale for each offering currently identified and a high level methodology for identifying future offerings.

Table / Section	Description	Page
Table 10.1: Advanced Placement (AP) and International Baccalaureate (IB)	Offerings status and rationale for the school's dual-enrollment-first early college credit model	222
Table 10.2: Dual Enrollment (Academic Anchor Menu)	Representative academic DE courses by grade level, with rationale; full DE catalog cross-referenced to Appendix 9	222
Table 10.3: Career and Technical Education: Jump Start 2.0 Pathway Sequences (Year 1 Menu)	Foundations, core, and capstone sequences with stackable IBCs and rationale, for the five Year 1 pathways	223
Table 10.4: ACT and WorkKeys Preparation	Preparation offerings by grade level, from embedded Foundations-phase instruction through the state-sponsored ACT administration	224
Table 10.5: Pathway Availability by Campus Learning Pod and Year	Jump Start 2.0 pathway availability across the six pod sites over Years 1-5, with readiness ratings	225
Graphic: LCTCC Buildout Timeline	Graphic of pod openings and regional four-director teams coming online, with system-wide enrollment, Years 1-5 to capacity	226
Table 10.6: Pod Buildout Rationale	Distinctive assets from each pod's readiness assessment and its fit for LCTCC	227

Appendix 10: AP, IB, Dual Enrollment, ACT Preparation, and CTE Course Offerings by Grade Level, Years 1-5

The tables below identify the Advanced Placement, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Ed. courses LCTCC will offer to students by grade level during the first five years of operation, with a rationale for each offering identified. Offerings are presented once, statewide: the same program architecture applies at every campus learning pod, and Table 10.5 shows pathway availability by pod and year. The BRCC campus mapping appears in Appendix 9; pathway menus for pods opening in Years 2 through 5 are finalized through the same campus readiness assessment before each pod's opening year.

Table 10.1: Advanced Placement (AP) and International Baccalaureate (IB)

Program	Offerings	Rationale
Advanced Placement	Not offered Years 1-5 (revisited annually)	Population fit: students arriving over-age and under-credited are better served by dual enrollment, which converts directly into college transcript credit and articulates into host-college programs, than by end-of-year AP exams that carry no credit without a qualifying score. Dual enrollment also embeds students in the college environment the school prepares them to enter. Individual students whose Individual Graduation Plan warrants AP coursework may access specific AP courses through approved Supplemental Course Academy providers; LCTCC will not operate an AP program in Years 1 through 5.
International Baccalaureate		Same population-fit rationale as AP; IB additionally requires a multi-year, whole-school authorization commitment that does not fit a re-engagement model (HSA.2.a, HSA.3).

Table 10.2: Dual Enrollment (academic anchor menu)

Dual enrollment course (anchor menu)	GL	Rationale
ENGL 1013 / 1023 English Composition I and II	11-12	TOPS-aligned general-education core; transferable across Louisiana public institutions; satisfies advanced English units on both diploma pathways.
MATH 1213 College Algebra	11-12	Gateway mathematics credit; satisfies the fourth mathematics unit; supports STEM and IT pathway progression.
PSYC 2013 Intro to Psychology	11-12	High-transfer social-science credit; satisfies the fourth social studies unit (TOPS University); supports the Health Sciences pathway.
ANTH 2013 Intro to Cultural Anthropology	11-12	High-transfer credit toward an associate degree; fourth social studies option.
BIOL 1104 Survey of Human Anatomy & Physiology	11-12	Fourth science option; prereq for Health Sciences credential courses. (BIOL 2213/2223 A&P I-II serve Science Units 3-4 on the TOPS University pathway.)
CTE pathway DE sequences (Table 10.3)	10-12	Correspond to Jump Start 2.0 pathways; eligible for TOPS Tech Early Start (TTES), Career Development Funds (CDF), and Perkins support for approved courses.

The anchor menu above is representative, not exhaustive: every LCTCC student is dually enrolled at the host college, which does not limit high school students to a restricted course list. Students may enroll in any host-college course for which prerequisites are met and seating is available (HSA.1). Please see Appendix 9 for full DE course lists, which constitute LCTCC's range of offerings.

Table 10.3: Career and Technical Education: Jump Start 2.0 pathway sequences (Year 1 menu)

Jump Start 2.0 pathway	Foundations intro courses (GL 9-10)	Core DE sequence (GL 10-11)	Capstone DE, IBCs, WBL (GL 11-12)	Rationale
Health Sciences	Intro to Health Sciences (universal pathway intro)	HLSC Medical Terminology; MAST clinical-support sequence (phlebotomy, EKG, medical coding); BIOL Anatomy and Physiology I-II	Capstone IBCs: CNA, Patient Care Tech, Certified EKG Tech, Phlebotomy Tech, CCMA, EMT; clinical placement for CNA/PCT; articulation toward HNUR practical nursing	Most requested career area in the community-needs survey (21 percent); LWC high-demand healthcare occupations; Medical Terminology is the most enrolled CTE DE course statewide; articulates into BRCC Allied Health and Nursing.
Architecture and Construction	Intro to Construction Crafts; NCCER Core	NCCER craft sequences by sub-track: ELEC electrical, WELD welding, CARP carpentry, HACR HVAC/R, PIPE pipefitting, MILL millwright; DRFT drafting	Capstone IBCs: NCCER Electrical Levels 1-4, NCCER Welding 1-2, NCCER HVAC 1-2, NCCER Carpentry 1-2, OSHA 10, EPA 608	LWC high-wage construction trades demand; the host campus operates one of the most complete NCCER trade program menus in LCTCS, allowing multiple sub-tracks without new program builds.
Information Technology	Intro to Computer Information Systems	CSCI computer science and cybersecurity sequence; CNET networking; INTE infrastructure (Cisco, Windows Server); web design and programming	Capstone IBCs: CompTIA ITF+, A+, Network+, Security+; AWS Cloud Practitioner; Microsoft Office Specialist	Articulates into BRCC Computer Science (four concentrations); Jump Start IT completers enter the CIS sequence at the third semester, so graduates arrive with roughly the first year of the associate degree behind them.
Manufac-turing	Intro to Adv. Manufacturing; NCCER Core	INST instrumentation sequence; PTEC process technology; MILL millwright; supporting ELEC and WELD coursework	Capstone IBCs: NCCER Instrumentation Levels 1-4, NCCER Millwright 1-4, MSSC Certified Production Tech; NBRITI partner credentials	Anchored by the BRCC-ExxonMobil North Baton Rouge Industrial Training Initiative, which graduated more than 100 students in June 2026 and demonstrates direct employer pull-through; INST and PTEC articulate into a full BRCC AAS.

Jump Start 2.0 pathway	Foundations intro courses (GL 9-10)	Core DE sequence (GL 10-11)	Capstone DE, IBCs, WBL (GL 11-12)	Rationale
Transportation, Distribution, Logistics	Intro to Transportation Technology	AUTO automotive Tech sequence; DHTT diesel heavy truck; AMT aviation maintenance (airframe, powerplant, general); BUSN logistics coursework	Capstone IBCs: ASE entry-level certificates, I-CAR collision, FAA Part 107, MSSC Certified Logistics Associate/Tech; OSHA 10	BRCC operates automotive and diesel technical diplomas and an unusually strong three-concentration aviation program; credentials are nationally portable in a high-demand regional logistics corridor.
Menu note. These five pathways form the Year 1 menu, selected for alignment to Capital-region labor demand and documented student interest (HSA.2.b). Survey interest in business and hospitality (14 percent) and education and human services (13 percent) exceeds the Year 1 menu and will inform pathway expansion as pods activate and employer partnerships mature; Table 10.5 shows current expansion candidates. Full IBC ladders and CDF alignment: HSA.4.				

Table 10.4: ACT and WorkKeys preparation Years 1-5

ACT / WorkKeys preparation	GL	Purpose and model
Embedded ACT preparation in ELA and Mathematics instruction	9-10	Standards-aligned skill building within Foundations-phase Canvas coursework rather than a standalone course.
Pre-ACT administration	9-10	Diagnostic baseline; identifies students approaching the DE eligibility sub-scores (commonly 19 Mathematics, 18 English).
ACT preparation seminar/elective	11	Targeted intervention toward TOPS and DE sub-score thresholds; school-developed or Supplemental Course Academy (Course Choice) provider.
Intensive ACT preparation	11	Approved SCA provider; ensures equitable access to funded test prep regardless of family income.
State-sponsored school-day ACT	11	Required for accountability, TOPS eligibility, dual enrollment access, and scholarships.
WorkKeys prep and assessment	12	Embedded with CTE capstone and work-based learning seminar; supports the National Career Readiness Certificate valued by employer partners.

Table 10.5: Pathway availability by campus learning pod and year

Jump Start 2.0 pathway	BRCC (Year 1)	Bossier Parish (Year 2)	Delgado (Year 3)	South Louisiana (Year 4)	Northwest (Year 4)	Northshore (Year 5)
Health Sciences	Offered, Year 1	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)
Architecture and Construction	Offered, Year 1	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Phased build-out (moderate-strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)
Information Technology	Offered, Year 1	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Phased build-out (moderate-strong readiness)	Phased build-out (moderate); IT prog., Shreveport campus	Planned from pod opening (strong readiness)
Manufac-turing	Offered, Year 1	Planned from pod opening (strong readiness)	Phased build-out (moderate-strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)
Transportation, Distribution, and Logistics	Offered, Year 1	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)	Phased build-out (moderate-strong readiness)	Planned from pod opening (strong readiness)	Planned from pod opening (strong readiness)
Business Management	Expansion candidate (strong-to-moderate campus readiness)	Expansion candidate (strong readiness)	Expansion candidate (strong readiness)	Expansion candidate (moderate-strong readiness)	Expansion candidate (moderate-strong readiness)	Expansion candidate (moderate-strong readiness)
Arts, AV Technology, and Communication	Expansion candidate (strong-to-moderate campus readiness)	Expansion candidate (moderate readiness)	Expansion candidate (strong readiness)	Expansion candidate (moderate readiness)	Partner-dependent (partial readiness)	Expansion candidate (moderate readiness)
Human Services	Expansion candidate (moderate campus readiness)	Expansion candidate (moderate-strong readiness)	Expansion candidate (strong readiness)	Expansion candidate (moderate readiness)	Expansion candidate (moderate readiness)	Expansion candidate (strong readiness)
Law, Public Safety, Corrections, and Security	Expansion candidate (moderate readiness; some credentials req. external partners)	Expansion candidate (strong readiness)	Expansion candidate (strong readiness)	Expansion candidate (moderate readiness)	Partner-dependent (partial readiness)	Expansion candidate (moderate-strong readiness)
Agriculture, Food, Natural Resources	Partner-dependent (horticulture and agriscience-trades)	Expansion candidate (moderate readiness)	Expansion candidate (moderate readiness)	Expansion candidate (moderate readiness)	Partner-dependent (partial readiness)	Expansion candidate (moderate-strong readiness)

Pod opening years follow the expansion schedule in the application narrative (VOA.3, VOA.7.b). Every column above reflects a completed campus readiness assessment (June 2026) in which all Jump Start 2.0 pathways were mapped against the host campus's existing program infrastructure, using the same methodology as the BRCC assessment. "Planned from pod opening" reflects strong readiness: the campus already operates the programs, faculty, and credential infrastructure the pathway requires. "Phased build-out" reflects moderate-strong readiness: core coursework is available at opening while the full credential ladder is completed in partnership with the campus. Because host campuses do not limit high school students to a restricted course list, students at any pod may access coursework beyond their pod's pathway menu where prerequisites are met and seating is available (HSA.1). Each pod's menu is confirmed through the same readiness process before its opening year. The following graphic illustrates the chronological sequence of pod and region openings.

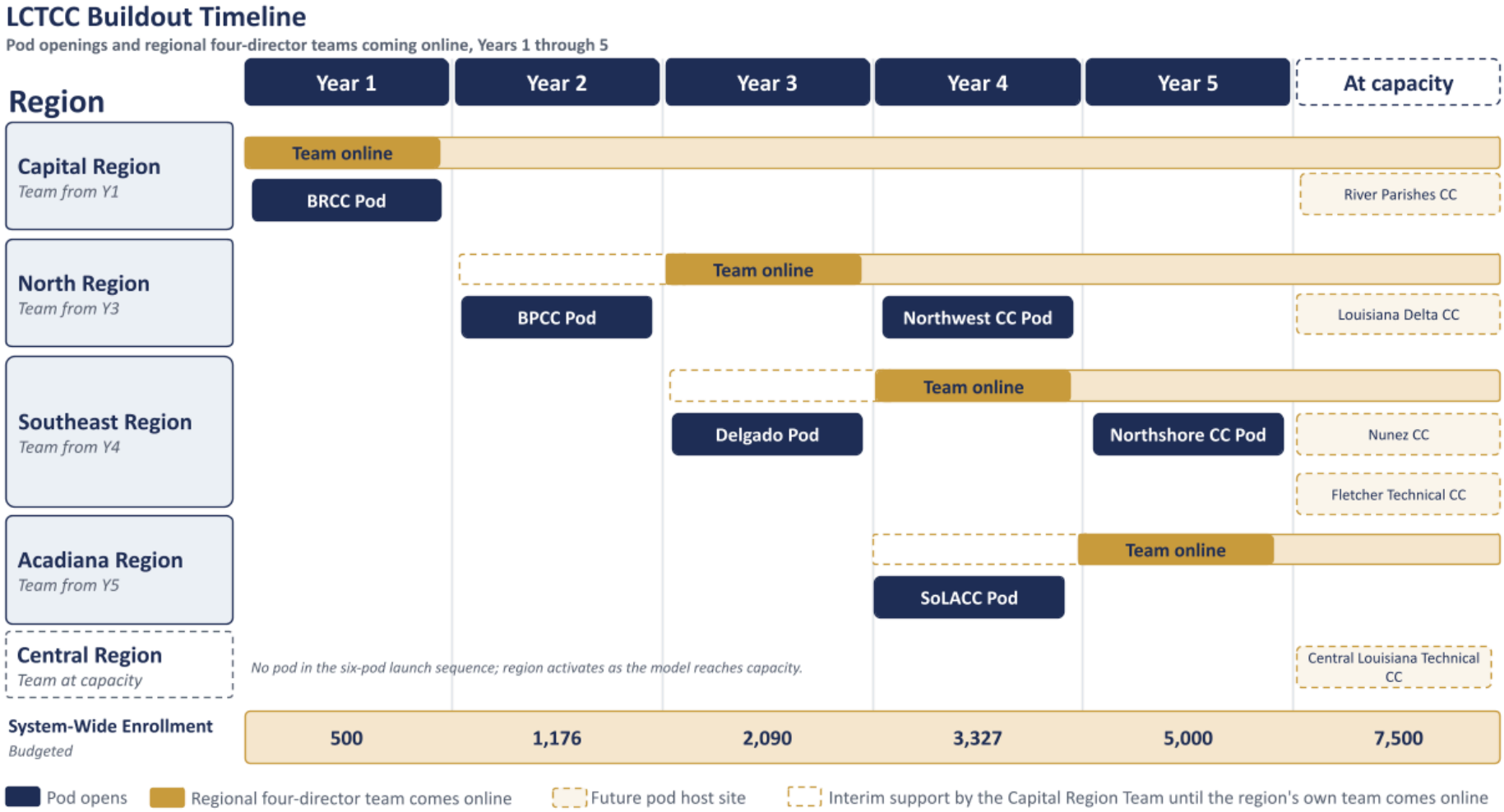


Table 10.6: Pod Buildout Rationale

Pod (host LCTCS college site)	Distinctive assets from the readiness assessment	Why it's a good fit for LCTCC
Bossier Parish (BPCC) Year 2	Nationally top-ranked cybersecurity associate degree program (CompTIA through CySA+); Amazon Career Choice employer partnership; the only Respiratory Therapy, Surgical Technology, and Radiologic Technology programs in northwest Louisiana; both Automotive and Diesel programs; Oil and Gas Technology aligned to the Haynesville Shale.	The IT pathway at the Bossier pod rides on the strongest cybersecurity program in the state's community college system, and the Amazon partnership gives students a direct employer-to-credential pipeline.
Delgado Year 3	The deepest allied-health catalog of any campus assessed (CNA through Radiologic Technology, Respiratory Care, Surgical Technology, OTA/PTA); the only Fire Science program (IFSAC Firefighter I/II in-house); the only full ASL Interpreting degree; the only Cosmetology and Barber-Styling technical diplomas; Collision Repair; the most complete logistics curriculum.	Delgado converts two pathways other campuses can only deliver through external MOUs (Fire Science, ASL interpreting) into in-house programs, and its health sciences depth anchors the New Orleans pod's core menu.
South Louisiana (SoLACC) Year 4	Nondestructive Testing Technology AAS, unique across all campuses assessed (ultrasonic, radiography, magnetic particle, liquid penetrant inspection credentials); the only ATMAE-accredited Industrial Electronics program; Oil and Gas Production Technology; Power Line Worker and Utility Locator workforce credentials; maritime safety training.	The Manufacturing pathway at the Acadiana pod carries inspection credentials found nowhere else in LCTCS, mapped to the region's pipeline and pressure-vessel inspection industry.
Northwest (NLTCC) Year 4	Patient Care Technician and Practical Nursing at both Minden and Mansfield campuses; two distinct electrician technical diplomas; Industrial Instrumentation and Electrical Technology AAS with stackable CTS milestones; Advanced Manufacturing (CNC/CAD-CAM); Heavy Equipment Operator (Camp Minden) and CDL theory.	NLTCC's multi-campus footprint lets the Northwest pod deliver health and industrial pathways in rural markets (Minden, Mansfield) rather than only in Shreveport.
Northshore (NTCC) Year 5	The deepest welding sequence in LCTCS (34 courses, structural and pipe, all positions); a unique maritime program aligned to the Gulf Coast industry; full Automotive, Diesel, and FAA Part 107 UAS courses; Veterinary Technology (RVT); Culinary Arts and Paralegal programs; Industry 4.0 manufacturing (PLC, robotics, robotic welding).	The Northshore pod closes the five-year plan with strong readiness on every core pathway and adds maritime and UAS credentials that extend the TDL pathway beyond any other pod's menu.

APPENDIX 11 - APX.11

Corporate Partnership Memorandum of Understanding and Organizational Chart

This appendix contains the draft memorandum of understanding between the Louisiana Community and Technical College Charter School (LCTCC) and the Louisiana Community and Technical College System (LCTCS), the School's corporate partner under La. Bulletin 126, Chapter 39. The draft reflects the terms agreed by the parties, and an executed version will follow upon authorization. The description of the proposed corporate partnership is provided in the Corporate Partnerships Addendum (CPA.1). The LCTCS letter of support is filed separately in Appendix 1 (APX.1).

This appendix concludes with a high-level organizational chart illustrating the structure established under the MOU. The chart depicts the School's governance line from BESE as Type 2 authorizer to the LCTCC Board of Directors and the Executive Director, the advisory role of the Design Advisory Council, and the role of the LCTCS System as corporate partner, including the in-kind facilities, shared services, dual enrollment coursework, technology platforms, and Foundation startup funding the System provides. It also shows the five regional teams (Capital, North, Southeast, Acadiana, and Central), the years in which each team activates, the phased opening of LCTCC pods on partner college campuses in Years 1 through 5, and the site team roster staffing each pod. Solid lines denote LCTCC reporting and oversight; dashed lines denote partnership, liaison, and advisory relationships, reflecting that partner colleges host LCTCC pods but do not oversee them and LCTCC retains exclusive operational control of its educational program.

MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into as of _____, 2026 by and among Louisiana Community & Technical College Charter School, a Louisiana nonprofit corporation ("School"), and the Louisiana Community & Technical College System, a political subdivision of the State of Louisiana ("System").

RECITALS

WHEREAS, School is a Louisiana nonprofit corporation formed for the purpose of opening and operating a Louisiana public charter school;

WHEREAS, System is a political subdivision of the State of Louisiana;

WHEREAS, School is authorized or shall be authorized to operate a new charter school called Louisiana Community and Technical College Charter School in East Baton Rouge Parish, Louisiana (the "Charter School") pursuant to that certain Type 2 Charter School Operating Agreement (the "Charter Agreement"), a true and correct copy of which is attached or shall be attached (upon execution) hereto as Exhibit A;

WHEREAS, System intends to provide classrooms and facilities (the "Premises") to School from which the Charter School will operate at no cost to School;

WHEREAS, in connection with System's provision of the Premises to School at no cost, in accordance with LSA-RS § 17:3991.1(C)(3), School desires to provide to System: (a) an enrollment preference for dependent children of System's permanent employees; and (b) representation on School's Board of Directors pursuant to LSA-RS § 17:3991.1; and

WHEREAS, School and System desire to enter into this MOU in order to memorialize the foregoing Recitals and the other terms and conditions provided for herein pursuant to LSA-RS § 17:3991.1.

AGREEMENT

NOW, THEREFORE, in consideration of the premises and the representations, warranties, covenants, agreements and undertakings hereinafter made, the parties hereby agree as follows:

Section 1. **Covenants of System**. In support of School, System covenants and agrees:

(a) to provide access to and use of the Premises to School for operation of the Charter School at no cost to School;

(b) to assist in long term development efforts to support the Charter School; and

(c) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 2. **Covenants of School.** School covenants and agrees:

(a) to operate the Charter School in accordance with the Charter Agreement;

(b) to ensure inclusion in the Charter Agreement of appropriate provisions wherein School will agree to reserve fifty percent (50%) of Charter School's maximum enrollment for dependent children of permanent employees of System, with the definition of permanent employees to be determined by System;

(c) to coordinate, conduct and oversee any necessary enrollment lottery(ies) for System employee seats and/or other seats at Charter School;

(d) to provide System representation on the Board of Directors of School in accordance with LSA-RS § 17:3991.1, provided that such representation shall be through 3 of 7 directors of the Board of Directors and therefore shall not constitute a majority; and

(e) to execute any and all documents necessary to consummate the transactions contemplated herein, including, but not limited to, the Charter Agreement.

Section 3. **Conditions Precedent**. The obligations of School under this MOU shall be subject to the fulfillment of System's obligations under this MOU. The obligations of System under this MOU shall be conditioned upon the approval of the Charter Agreement by the Louisiana Board of Elementary and Secondary Education and the execution thereof.

Section 4. **The Charter School**. The parties agree that, subject to the terms and conditions of the Charter Agreement, School will have exclusive control over all operational aspects of the Charter School, including, but not limited to, academics, human resources, and contracts with service providers.

Section 5. **Indemnification**.

Section 5.1. Indemnification by School. School agrees to defend, indemnify, and hold harmless System and its members, directors, officers, employees, agents, successors and assigns against all claims, causes of action and/or lawsuits, judgments, damages, (including consequential damages), penalties, fines, liabilities, losses, attorney fees, costs, including defense costs, and expenses of any kind or nature, for all claims which arise out of or are in anyway related to a breach by School of any material term of this MOU.

Section 5.2. Indemnification by System. To the extent permitted by applicable law, System agrees to defend, indemnify, and hold harmless School and its members, directors, officers, employees, agents, successors and assigns against all claims, causes of action and/or lawsuits, judgments, damages, (including consequential damages), penalties, fines, liabilities, losses,

attorney fees, costs, including defense costs, and expenses of any kind or nature, for all claims which arise out of or are in anyway related to a breach by System of any material term of this MOU.

Section 6. **Term.** This MOU shall commence as of the date first written above (the "Effective Date") and shall continue for one (1) year. Thereafter, this MOU shall automatically renew each year on the anniversary of the Effective Date for the length of the term of the Charter Agreement, as may be renewed, extended, amended and/or restated.

Section 7. Miscellaneous.

Section 7.1 Assignment. This MOU is personal to each of the parties hereto, and neither party may assign or delegate any rights or obligations hereunder without first obtaining the written consent of the other party.

Section 7.2 Amendments, Supplements, and Modifications. No amendment of or modification to this MOU shall be valid unless and until executed in writing by the duly authorized representatives of each party to this MOU.

Section 7.3 Third Party Beneficiaries. This MOU is solely for the benefit of the parties hereto and should not be deemed to confer upon third parties any remedy, claim, liability, reimbursement, claim of action or other right in excess of those existing without reference to this MOU.

Section 7.4 Negation of Partnership, Joint Venture and Equity Interest. Except to the extent necessary for System to qualify under LSA-RS § 17:3991.1, nothing contained in this MOU shall constitute or be construed to be or to create a partnership, joint venture or other venture between School and System.

Section 7.5 Headings. The headings of this MOU are for convenience of reference only and shall not form part of, or affect the interpretation of, this MOU.

Section 7.6 Severability. In the event that any provision of this MOU is invalid or unenforceable under any applicable statute or rule of law, then such provision shall be deemed inoperative to the extent that it may conflict therewith and shall be deemed modified to conform with such statute or rule of law. Any provision hereof which may prove invalid or unenforceable under any law shall not affect the validity or enforceability of any other provision hereof.

Section 7.7 Execution in Counterparts. This MOU may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

Section 7.8 Governing Law. This MOU shall be construed and enforced in accordance with the laws of the State of Louisiana.

Section 7.9 Recitals. The above Recitals are hereby incorporated by reference.

[Signature Page to MOU]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the year and date first above written.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE CHARTER SCHOOL

By:_____
Name: _____
As Its: _____

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

By:_____
Name: _____
As Its: _____

Louisiana Community and Technical College Charter School (LCTCC)

High-Level Organizational Chart: Governance, Regional Teams, and the LCTCS College Partnership

BESE

LA Board of Elementary and Secondary Ed.
Type 2 charter authorizer

LCTCC Board of Directors

7 members
Governs the school; does not manage operations

Design Advisory Council (advisory to the Board)

LCTCC Executive Director (School Leader)

Dr. Michelle Clayton
Reports directly to the LCTCC Board

LCTCS System (Corporate Partner)

Corporate partner (La. R.S. 17:3991.1); MOU governs; school retains exclusive operational control.

- In-kind facilities and utilities on host campuses
- HR and IT shared services; embedded student support services
- Academic and CTE courses via dual enrollment
- Canvas learning platform; Banner student information system
- LCTCS Foundation startup funding

Capital Region

Team from Year 1

Director of Academics, SPED & Federal Programs
Director of Operations
Director of Testing, Accountability & Enrollment
Director of Student Success (Lead Navigator)

LCTCC Pod | opens Y1
Baton Rouge Community College

River Parishes Community College

North Region

Team from Year 3

Director of Academics, SPED & Federal Programs
Director of Operations
Director of Testing, Accountability & Enrollment
Director of Student Success (Lead Navigator)

LCTCC Pod | opens Y2
Bossier Parish Community College

LCTCC Pod | opens Y4
Northwest Louisiana Technical Community College

Louisiana Delta Community College

Southeast Region

Team from Year 4

Director of Academics, SPED & Federal Programs
Director of Operations
Director of Testing, Accountability & Enrollment
Director of Student Success (Lead Navigator)

LCTCC Pod | opens Y3
Delgado Community College

LCTCC Pod | opens Y5
Northshore Technical Community College

Nunez Community College

Fletcher Technical Community College

Acadiana Region

Team from Year 5

Director of Academics, SPED & Federal Programs
Director of Operations
Director of Testing, Accountability & Enrollment
Director of Student Success (Lead Navigator)

LCTCC Pod | opens Y4
South Louisiana Community College

SOWELA Technical Community College

Central Region

Team at capacity

Director of Academics, SPED & Federal Programs
Director of Operations
Director of Testing, Accountability & Enrollment
Director of Student Success (Lead Navigator)

Central Louisiana Technical Community College

No pod in the six-pod launch sequence; region activates as the model approaches capacity.

LCTCC Pod Site Team Roster (Each Pod)

Pod Principal; Campus Coordinator; Success Navigators (1 per 50 students); Learning Support Specialists (at least three per pod, functional direction: Director of Academics, SPED & Federal Programs)

——— LCTCC reporting and oversight (LCTCC directly oversees its pods)

– – – Partnership / liaison / advisory (colleges are LCTCS partners; a host campus does not oversee its pods)

Navy box inside a dashed orange campus card = LCTCC pod located within a partner college campus.
College-to-region assignments beyond Y1-Y5 pod host campuses are not yet finalized.
Pods that open before their region's team activates will be supported by the Capital Region Team

APPENDICES 12 AND 13

Education Service Provider Documents (Not Applicable)

Not applicable. The school does not contract with an education service provider or management organization; all academic, organizational, and financial functions rest with the charter board and school leadership, with back-office financial services contracted as described in FPC.36 and Appendix 7.

2026 Louisiana Department of Education Charter Application Review
New Operator Executive Summary

Name of Applicant: Louisiana Community and Technical College Charter School (LCTCC)

Final Recommendation

Non-Profit Information			
Non-Profit	Louisiana Community and Technical College Charter School	**Education Service Provider (ESP)**	Not applicable
		# of schools operated by ESP	Not applicable
School Information			
School	Louisiana Community and Technical College Charter School	**Parish**	East Baton Rouge Parish
Type	Type 2	**Parishes Served**	Statewide
Operator Track	New Operator	**Year Opening**	SY 2027-28
Grade Configuration at Start	9-12	**Grade Configuration at Scale**	9-12
Enrollment at Start	500	**Enrollment at Scale**	5000 (Year 5) 7500 (At Full Capacity)

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Founding Team Capacity		
Educational Program and Capacity		
School Establishment		
Academic Plan		
Academic Goals		
Assessments		
Diverse Learners and Student Supports		
Behavior Management		

Application Sections and Subsections	# Possible	# Met
Parent and Community Engagement		
Organizational Plan and Capacity		
Staffing		
School Leadership Team Capacity		
Charter Board Governance		
Financial Plan and Capacity		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Financial Plan		
High School Addendum (If Applicable)		
High School		
Corporate Partnerships Addendum (If Applicable)		
Corporate Partnership		
Educational Services Provider (ESP) Addendum (If Applicable)		
Educational Service Provider		
Virtual Operator Addendum (If Applicable)		
Virtual Operator		

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ES.1	**Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should: a. Identify the students and community to be served; b. Illustrate what success will look like; and c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).	ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a clear mission statement that defines the school's fundamental purpose, re-engaging over-age and under-credited students and accelerating their progress toward a high school diploma, industry-based credentials, and college credit. The group also connects that purpose to the objectives of state charter school law (Louisiana R.S. 17:3972), including improving pupil learning, increasing learning opportunities and access to quality education, and encouraging innovative teaching methods and educational models.
		ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a vision statement distinct from the mission that describes how the school will operate, governed by an independent nonprofit board and opening at Baton Rouge Community College before scaling across the Louisiana Community and Technical College System (LCTCS) campus network to a statewide school of 5,000 students by Year 5, and the long-term impacts it will achieve, including graduating students with diplomas,

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			credentials, and college credit through a replicable, fiscally sustainable re-engagement model.
ES.2	**Anticipated Student Population and Educational Need.** a. Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve. b. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes the student population the school seeks to serve, namely over-age and under-credited students between the ages of 16 and 21 who have left high school or are at risk of leaving without a diploma. This description is supported by enrollment and dropout counts and a statement of the population's defining educational needs. The school's opening site is identified by physical address at Baton Rouge Community College (BRCC) in East Baton Rouge (EBR) Parish, with a statewide enrollment jurisdiction that aligns with the Overview Template.
		ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group clearly articulates three key challenges facing the intended student population, supported by statewide dropout counts, adult education enrollment and funding figures, and regional wage data. These challenges include students leaving the K–12 system without a diploma, limited

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			access to credential-bearing seats for career-oriented students, and non-academic barriers that interrupt education (e.g., food, transportation, childcare, mental health, and finances). The applicant group also notes challenges specific to parishes the school intends to serve, including EBR, Bossier, Caddo, Orleans, and Jefferson. The applicant group pairs each challenge with an intended school response.
ES.3	**Education Plan.** Provide an overview of the education program of the proposed school, including major instructional methods. a. Specify the grade levels to be served each year for the full term of the contract; b. Provide the minimum and maximum enrollment per grade level per year for the term of the contract; c. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population; d. If virtual, please see the addendum for additional questions.	ES.3.1 The applicant group provides a concise overview of the proposed educational program.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a concise overview of the proposed educational program, a high school for over-age and under-credited students, in which each student works simultaneously toward a diploma, Jump Start 2.0 industry-based credentials, and dual enrollment credit. Instruction is delivered through a hybrid model that combines in-person instruction and labs in the learning pods with asynchronous online coursework through the learning management system. Other major instructional methods include embedded technical instruction in college labs, an intensive Success Navigator coaching relationship that manages each student's plan, flexible rotating schedules, and

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pathways aligned with employer demand.
		ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group projects enrollment by grade level for each year of the contract term, serving grades 9 through 12 each year, and the applicant group states that minimum enrollment is 85 percent of budgeted enrollment. The projections match the Overview Template, rising from 500 students in Year 1 to 5,000 in Year 5. The narrative presents minimum and budgeted enrollment, with maximum enrollment provided in the Overview Template.
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a rationale for serving the identified student population, presenting a statewide need through annual dropout counts in grades 9 through 12, the number of students ages 16 to 21 already working toward an equivalency credential in the partner system's adult education programs, and the share of Louisianans ages 16 to 24 disconnected from both school and work. They connect that need to the program by designing the school for

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			students the existing system is straining to retain or has already lost, and they ground the enrollment structure in the population the partner system serves today, with grade levels mirroring the credit-level distribution of current adult education students.
ES.4	**Impact.** Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes how the proposed program will improve student outcomes and identifies three intended exits, including an industry-based credential and employment; a diploma with college credit; or automatic matriculation into the partner system with the first year of an associate degree completed and credentials stacking so progress is retained when enrollment ends. They link these to academic performance measured under the state accountability framework, including LEAP 2025, the ACT, and the cohort graduation rate, and supplement this with credential, transition, and employment outcomes reported through the Charter School Performance Compact (CSPC).
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. a. Explain how you have taken the feedback from previous evaluations to reflect and	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that they have not previously

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	revise the application. b. Address the deficiencies identified in the most recent evaluation and describe the changes made. c. Describe any changes to board leadership or school leadership since the most recent application.	*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.	submitted a charter application to the Louisiana Department of Education or to any local school district.

Founding Team Capacity			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.
FTC.2	Does school leadership demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.6	Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population. a. Provide the applicant's rationale for selecting the community; b. Performance of local schools in the community that serve a similar student population; c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and d. Explanations of any partnerships or contractual relationships central to the	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a rationale for selecting EBR as the launch community, grounded in EBR demographic and educational needs data, including poverty and enrollment composition, a cohort graduation rate below the state average, dropout and youth disconnection counts, and the number of students ages 16 to 21 already pursuing an equivalency credential, all connected to the host campus infrastructure and regional labor market demand.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	school's operations or mission.	EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group compares the options currently serving the intended population in the EBR launch community: the comprehensive high schools that enroll most of these students, describing a C-rated district in which more than 40% of students attend D- or F-rated schools and naming three high-poverty high schools with F letter grades, single-digit mastery rates, and recent declines in core subjects; the district's alternative and reengagement placements, characterized as oriented toward short-term behavioral placement or limited in scale; a dropout-recovery charter serving the population directly but with hundreds of seats against a need measured in thousands and without an embedded postsecondary pathway; and adult education, which re-engages students later at a fraction of K–12 funding and issues an equivalency credential rather than a diploma.
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the partnerships central to the school's operations and mission and describes the purpose of each: the LCTCS as a corporate partner providing

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			campus facilities and utilities, operational support, learning-pod instruction and course delivery, technology systems, and portions of student services; Baton Rouge Community College as the Year 1 host site providing classroom and lab space, a secure testing center, technical faculty, and dual-enrollment seats; the system's colleges as dual-enrollment and Jump Start pathway providers; and employers and workforce partners, including Louisiana Works, whose letter of support is provided in Appendix 1. In a Shared-Service Fee Schedule, the applicant group itemizes the services LCTCS will provide, including the pricing methodology for each and projections for all five years.
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; and d. Percentage of homeless students.	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	☐ Meets ☒ Does Not Meet • In application narrative, the applicant group commits to enrolling at least 70% economically disadvantaged students and at least 10.2% students with disabilities, meeting the statewide enrollment requirements, and provides projected rates for racial composition, English Learner, and homeless percentages. However, these projections are based on EBR Parish enrollment and partner-system data, and the applicant group proposes to serve

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			multiple communities across the state over the contract term without projecting the anticipated population for the regions where the school plans to expand in Years 2 through 5.
EPC.8	Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school. a. Description of the stakeholders engaged; b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.	EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence that a range of stakeholders were engaged in developing the application, including community and technical college chancellors, through planning consultations and letters of support from all 12 colleges; elected and appointed public officials, including the Governor and the Secretary of Louisiana Works; workforce and economic development partners; and current and former adult education students representing the population the school will serve. Parent and caregiver engagement is documented through structured community listening sessions held in EBR at evenings and weekends and through the community needs survey, in which nine parent and caregiver respondents identified what they most want from the school.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.	☒ Meets ☐ Does Not Meet • In the School Establishment section of the application narrative, the applicant group outlines five strategies for gathering community input: structured listening sessions with parents, caregivers, and students; a community needs survey distributed through adult education, WorkReady U, high school equivalency programs, and employer networks; one-on-one consultations with CTE coordinators, Jump Start counselors, and principals; employer and workforce roundtables; and briefings for state officials and system partners. They present evidence that this input influenced the application, reporting 72 survey responses so far, noting that 75% of respondents had left high school before graduating. They also identify two design changes based on that input, age-banded scheduling within learning pods, and the addition of childcare navigation to wraparound supports, along with career-interest data that helped determine pathway choices.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey	☒ Meets ☐ Does Not Meet • In Appendix 1 of the application, the applicant group provides documentation demonstrating community support, including letters from the Governor of

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.	results) must include evidence of parent/caregiver support.	Louisiana, the Secretary of Louisiana Works, the Louisiana Association of Business and Industry, Leaders for a Better Louisiana, the corporate partner and its foundation, and the chancellors of all 12 system colleges, along with a results report from the community needs survey. Evidence of parent and caregiver support is also included in the community needs survey, in which nine parent and caregiver respondents indicated they would be very likely to support or encourage a young person to enroll and identified a safe and welcoming environment, job skills and credentials, support services, and a staff member who keeps track of their child as what they most want from the school.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.9	Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including: a. The key design elements that reflect the school's mission and vision; and b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success	EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school's mission and vision.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a clear overview of the proposed school model and its key design elements, which together describe how students learn (a hybrid of on-campus and online instruction delivered primarily through dual enrollment on college campuses), how they progress (competency-based advancement through three phases aligned with credit attainment rather than age-grade placement), and how they are supported (an intensive Success Navigator caseload model, wraparound services on existing system infrastructure, and credential stacking with automatic college matriculation). Each element explicitly connects to the mission of re-engaging over-age and under-credited students, and the progression aligns with the academic plan and maps to the state's credit, grade-designation, and assessment requirements.
		EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: A track record of success with similar student populations (proven models) OR	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group provides evidence for most of the model: the Integrated Education and

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).	Training instructional approach is supported by What Works Clearinghouse and Community College Research Center findings; each core design component has a validated national analog with similar student populations (Gateway to College, the Excel Center, North Carolina's Cooperative Innovative High Schools, and P-TECH, with the latter two supported by randomized studies); and the corporate partner's adult education outcomes with the comparable population reinforce the case. However, the applicant group does not provide evidence demonstrating a strong likelihood of success for the hybrid and virtual delivery mode itself with this student population: the delivery-mode research they cite is cautionary rather than affirmative, and the validated models are campus-based programs.
EPC.10	In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students. a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards. b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics.	EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the core curriculum for each foundational course, including the ELA Guidebooks for English I and II, enVision Algebra I and Geometry, OpenSciEd Biology, and OpenSciEd Chemistry, for University Diploma students who do not meet the expectation through dual enrollment.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).		They also identify Earth Science on the Career pathway and the social studies courses aligned with the Louisiana Student Standards, as well as dual enrollment coursework on the TOPS University and TOPS Tech approved lists for the upper-level Carnegie units. They provide evidence that the catalog meets grade progression and graduation requirements by mapping it to both diploma pathways, distinguishing the Career Diploma and Jump Start sequence, including the Applied Geometry I substitute available on the Tech path, from the University Diploma sequence, which completes the full Carnegie-unit scope, and by embedding a LEAP preparation component in every course with a corresponding end-of-course assessment.
		EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group provides evidence that most selected curricula meet the state instructional materials review rubrics' quality indicators. The Tier 1 ratings for the ELA Guidebooks, enVision Algebra I and Geometry, and Activate Learning Certified OpenSciEd Biology are verified in the state tiered review report. For courses with no rated product, including Earth Science, the standards-built social

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			studies courses, Health, Financial Literacy, and physical education, the applicant group documents alignment through the course development process, including a standards-alignment map by domain, text-complexity documentation, rigor indicators mapped to the review criteria, and summative alignment to state assessment task types, with course design led by staff holding Quality Matters certification. However, the applicant group identifies Activate Learning OpenSciEd Chemistry as Tier 1, a rating that cannot be verified: the state tiered review report lists no Activate Learning chemistry submission at any tier, and the Tier 1 rating for OpenSciEd chemistry belongs to the Carolina Certified Version. The applicant group also states that no rated product exists for the social studies courses, while rated products for high school civics and United States history do exist, each rated Tier 3.
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group indicates that the school does not have a separate specialized academic focus, and the pathway emphases central to the model are addressed in the High School Addendum.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC. 11	Provide a detailed hybrid learning plan that includes the following: a. Circumstances under which this plan would be implemented; b. A plan to acquire and disseminate technology to students; c. A plan to track and monitor attendance in a virtual setting; d. Identification of the Learning Management System (LMS) to be employed; e. A plan to provide training and technical support on the LMS to staff, families, and students; and f. A plan to communicate with staff, families, and students virtually.	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	☐ Meets ☐ Does Not Meet • Not applicable. Online delivery is a permanent feature of the model rather than a contingency measure. The elements addressed by this question (e.g., technology acquisition and distribution, attendance tracking in a virtual setting, the learning management system, technical support, and virtual communication) are evaluated under the Virtual Operator Addendum.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.12	List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including: a. How the proposed school will establish baseline data; b. A plan for collecting data in accordance with R.S. 17:3911; c. A plan to establish student performance goals; and d. Core components of professional development and how these components will support effective implementation of the educational program.	EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to the expectations outlined in the Charter School Performance Compact, including LEAP 2025, ACT*, and graduation rate*. *as applicable.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group presents a table of measurable academic goals covering LEAP 2025 English and mathematics end-of-course proficiency, ACT composite and WorkKeys, cohort graduation rate, and two internal measures for credit accumulation and industry-based credential attainment. Year 1 establishes baselines, with targets rising annually thereafter, all framed against a population entering multiple years behind. However, the goals omit required areas. Proficiency targets are set only for the English and mathematics end-of-course assessments and do not include science or social studies, even though the applicant group identifies the Biology and Civics end-of-course assessments as required and plans to administer both.
		EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes collecting and reporting student-level data as a local education agency through the state's information and reporting systems, with role-based access, federal privacy compliance, and subgroup attributes that enable disaggregation. The plan identifies

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			LEAP 2025 and ACT results collected through the state assessment administration and reported per Bulletin 118; attendance and discipline data collected per state reporting requirements; and diagnostic, platform, credential, and dual enrollment data collected on stated cycles.
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the board will adopt the five-year goals with the charter and memorialize them in the Performance Compact executed with BESE. They explain that the executive director will report progress against each measure to the board quarterly, and that the board will conduct a formal annual review each fall, when School Performance Scores and assessment results are released, comparing actual performance against the adopted targets and the Performance Compact expectations. The applicant group further describes how those comparisons drive goal setting: when performance exceeds the adopted targets, the board will raise subsequent-year thresholds, and when performance does not meet them, the annual review will require a written improvement response from the executive director specifying the

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			instructional, staffing, or scheduling changes to be made. They note that revisions to adopted goals follow a defined protocol, proposed by the executive director with supporting data, adopted by board vote, and submitted to the authorizer when a material amendment is required.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that professional development will include a component on data analysis and response that covers how staff read Canvas engagement dashboards, interpret formative and competency-map data, trigger and respond to early alerts, and participate in weekly data cycles, delivered at onboarding with an annual refresher. They explain that the school will operationalize this through a weekly data meeting during which success navigators, the pod principal, and the regional director of student success review platform, attendance, and completion indicators (and assign actions), and through an annual program review in which cohort outcomes drive the following year's professional development priorities.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.13	Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should: a. Describe each assessment's purpose, design, format, and rationale for its selection; b. Describe how the school will collect and analyze assessment results; c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards; d. Provide exit standards that clearly set forth what students will know and be able to do; e. Describe how the school will collect and analyze assessment results; and f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.	EPC.13.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the purpose, design, format, and frequency of each assessment: TABE 13/14, with TABE CLAS-E for English learners, administered at enrollment and re-administered annually as the diagnostic informing placement and the competency map; the Canvas formative system, which continuously captures module quizzes, scored performance tasks, and competency checkpoints; and summative measures, including the LEAP 2025 end-of-course assessments, the ACT and ACT WorkKeys, industry-based credential examinations, and dual enrollment course grades. The applicant group also identifies the assessments embedded in the adopted Tier 1 curricula.
		EPC.13.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting academic standards beyond the Louisiana Student Standards.
		EPC.13.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		should be able to meet upon conclusion of grade level/content area.	academic standards beyond the Louisiana Student Standards.
		EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a review cadence that specifies who reviews which data and how often: weekly reviews of formative, early-alert, and attendance indicators by success navigators and the regional director of student success; semester reviews against the credit and competency maps; annual re-administration of the diagnostic; and annual board review of cohort-level summative results.
		EPC.13.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group explains how assessment data will inform programmatic decisions (e.g., rotation schedules and caseloads), curricular decisions (e.g., pacing and pathway mix), and professional development priorities.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.14	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	EPC.14.1 [Students with Disabilities] The plan includes: a. Procedures for the identification of student disabilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group commits to identifying students with disabilities through universal screening at entry and referring them to Pupil Appraisal under Bulletin 1508 within state timelines; to developing and implementing individualized education programs under Bulletin 1530, with service minutes scheduled in each student's rotation and the rotation expanded when required minutes exceed it; to using diagnostic and platform performance data to personalize instruction and set accommodations; and to monitoring progress against measurable program goals at least as often as reporting for students without disabilities. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including evaluations and services delivered by qualified providers. However, the applicant group assigns individualized education program development and specially designed instruction to the learning support specialists, who are budgeted at a salary level consistent with paraprofessional rather than qualified special education staffing, and no qualified special education position appears to be budgeted in any year, so

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			it is not clear that these functions will be carried out by personnel qualified to perform them under Bulletin 1530.
		EPC.14.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines corrective action addressing both disproportionality and over-identification as well as under-identification, which they identify as the particular risk for this population. They state that identification and outcome data will be disaggregated by subgroup and compared with expected and system-wide rates in both directions. The applicant group explains that if the data indicates disproportionality, the school will conduct a root-cause analysis, audit Child Find and screening practices, strength Tier 1 and English Learner supports so academic or language gaps are not misread as disability, provide targeted professional development, and continue monitoring with reporting to the board and the state. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel.

		EPC.14.3 [English Learners] The plan includes: a. Procedures for the identification of students as English Language Learners (EL Guidebook). b. Service delivery model c. English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support d. Creation and implementation of Individualized Learning Plan (ILP). e. Monitoring student performance in accordance with ILPs	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group describes how English learners are identified using a home language survey and the state English Language Proficiency Screener, in accordance with state timelines and the EL Guidebook. They outline intended supports differentiated by proficiency level and establish an individualized learning plan (ILP) with language and academic goals, monitored through periodic reassessment, the annual English Language Proficiency Test, and state exit criteria. However, the ELD curriculum is not identified; the applicant group commits to adopting one through an instructional materials review process, with candidates still under evaluation. The plan also does not describe the ILP development process, required team members, or parent engagement in creating the plan. Finally, no ELD instructional staff or bilingual personnel appear to be budgeted in any year. The applicant group indicates the school will not build this capacity itself, pointing instead to the corporate partner's adult education English as a Second Language program and the colleges' translation and interpretation services, neither of which establishes capacity to deliver ELD instruction aligned with the state English Learner Guidebook. The supplemental Shared-

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Service Fee Schedule itemizes the services LCTCS will provide and does not include English learner services.
		EPC.14.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action if English Learner identification proves disproportionate or inaccurate. They describe disaggregating identification, service, and reclassification data against expected ranges, conducting root-cause analysis, auditing screening and reclassification decisions, adjusting the service delivery model and ELD supports, providing targeted professional development, and monitoring through board and state reporting. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel.
		EPC.14.5 [Academically Behind] The plan includes: a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group notes that students who are academically behind are the school's central design population, so monitoring these students is the school's core academic architecture. They explain that a diagnostic at enrollment (TABE) establishes each student's starting point,

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the Academic Completion Plan serves as the intervention plan, and progress is tracked through fixed-cycle reviews of platform early-alert indicators, with immediate Success Navigator outreach when indicators slip and a Pupil Appraisal referral when a student persistently does not respond to intervention. In the supplemental Shared-Service Fee Schedule, the applicant group funds tutoring and instructional support. However, while the applicant group states that students entering with significant gaps in literacy or numeracy begin in a dedicated foundational skills block, the instructional materials are not identified.
		EPC.14.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action adapted to a school where identification as academically behind is near-universal by design: rather than monitoring identification rates, they monitor whether English Learners, students with disabilities, and students at each entry diagnostic level progress at rates consistent with the full cohort, with disproportionality in progress prompting root-cause analysis, adjustment of materials and pacing, intensified support, targeted professional

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			development, and continued monitoring with board reporting. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel.
		EPC.14.7 [Academically Ahead] *(Only if planning to offer a Gifted/Talented program*) The plan includes: a. Procedures for the identification of student abilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.
		EPC.14.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.15	Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including: a. Describe how the school will communicate its approach and related policies to students and families; b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline; c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings; d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and e. The supervision plan for the alternate setting of suspended/expelled students.	EPC.15.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group describes a discipline approach built on a multi-tiered system of supports and positive behavior interventions and supports (PBIS). Policies are codified in a board-approved student and family handbook provided at enrollment, reviewed at a required orientation, acknowledged in writing, and available in families' home languages, with families notified of the policies at least annually. Ownership of the framework is assigned: the job descriptions in Appendix 4 place the discipline and PBIS framework with the Director of Academics, SPED, and Federal Programs, and on-site administration with the Pod Principal, both included in the budget. However, two elements of the described approach are not staffed: 1) the Tier 1 description includes mental health support from licensed professional counselors at a stated 250:1 ratio, and no counselor position is budgeted in any year; the Shared-Service Fe Schedule lists base advising, library, and disability-access coordination among the student-support services provided in kind and does not include counseling; 2) the advisory structure named as a vehicle for teaching expectations and reinforcing

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			restorative norms is not defined in the application and the applicant group does not identify who will serve as advisors.
		EPC.15.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group identifies specific alternatives to exclusionary discipline, including restorative conferences, community circles, and peer mediation; re-entry and reflection conferences in lieu of out-of-school suspension; educational conversations, coaching, and behavioral contracts; check-in/check-out and mentoring with the success navigator; functional behavioral assessments paired with behavior intervention plans for recurring behaviors; referrals to counseling and mental health services; and structured social-emotional instruction, targeted assignments, supervised loss of privileges, and family problem-solving. Suspension and expulsion are reserved for serious offenses and conduct for which removal is mandated by statute, with no blanket zero-tolerance policy. However, personnel to deliver two of the named alternatives are not established. Functional behavioral assessments and behavior intervention plans require qualified personnel, yet no school psychologist, behavior specialist, or

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			comparable position appears in the Appendix 4 job descriptions or in the budget in any year. The supplemental Shared-Service Fee Schedule includes evaluations among the special education services LCTCS will provide but does not specify whether functional behavioral assessments are among them. Referrals to counseling and mental health services depend on counselors who are likewise not budgeted and are not among the student-support services itemized in the fee schedule.
		EPC.15.3 The proposed school's plan to protect student rights and the process by which disciplinary actions and proceedings will be handled.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes due-process protections for all students facing discipline and additional protections for students with exceptionalities consistent with federal requirements. Responsibility is assigned to positions in the staffing plan and budget: the Appendix 4 job descriptions place administration of discipline with due process at the pod level with the pod principal and ownership of the discipline framework with the director of academics, special education, and federal programs, who also oversees protections for students with exceptionalities, convenes the individualized education program or 504

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			team, and provides parents with prior written notice and procedural safeguards.
		EPC.15.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes logging all disciplinary incidents, interventions, and outcomes in a case-management system (Maxient), with data disaggregated by race and ethnicity, disability status, English learner status, gender, economic disadvantage, and age band. They state that school leadership will review the data monthly, that the board will review it on a regular cycle as part of its organizational-goal monitoring, and that subgroup rates will be compared with schoolwide rates and goal thresholds. The applicant group states that when there are indications of disproportionality, including significant disproportionality in the discipline of students with disabilities, the corrective sequence will include root-cause analysis, an audit of how the code of conduct is applied, targeted professional development, including implicit bias training, strengthened Tier 1 practices, expanded prevention programming, and state reporting. The Appendix 4 job descriptions assign ownership of the framework and its case-management

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			platform to the director of academics, special education, and federal programs.
		EPC.15.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group identifies a specific alternate setting that is not the student's home: a supervised on-campus reflection and re-engagement room where students continue assigned coursework, receive support, and complete a restorative re-entry process before returning. Students on out-of-school suspension retain access to coursework; students with disabilities continue to receive free appropriate public education and program services; and expelled students receive coordinated alternative educational services and a transition plan. Site leadership is established, with a pod principal identified in the Appendix 4 job descriptions and budgeted at one per pod. The supplemental Staffing and Management document identifies pod-level positions, including a campus coordinator and learning support specialists for each pod. However, although the applicant group states that the on-campus room will be staffed by a trained adult, no budgeted position is identified for that staffing function.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252)	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	☒ Meets ☐ Does Not Meet • In Appendix 2, the applicant group provides a draft school master plan for improving behavior and discipline that addresses each required element: positive behavior support through MTSS built on PBIS with tiered interventions; safe school planning covering a crisis and emergency operations plan, threat assessment, coordination with host campus security and law enforcement, and online safety; parental and community involvement drawing on the family engagement structures described in the narrative; interagency cooperation with a named point of contact for coordination with juvenile justice, behavioral health, and youth-serving agencies; student records maintained under role-based access consistent with federal privacy law, including transfer timelines and required suspension and expulsion notations; and the Families in Need of Services (FINS) process for students under 18 subject to compulsory attendance. The plan closes with a statement of compliance certifying board adoption, alignment with La. R.S. 17:252 and related discipline and due-process provisions, and annual review.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.16	How will the school engage parents/guardians and the community once it's open, including: a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.	EPC.16.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan to build family-school partnerships, anchored in a consistent point of contact with the success navigator, observer access to coursework and progress in the learning management system, and two-way communication by phone, text, email, and in person. Engagement opportunities vary by time, with events scheduled across mornings, evenings, and weekends; by type, ranging from academic conferences and financial aid nights to workshops for families supporting a returning learner and volunteer and advisory roles; and by response option, with in-person, virtual, phone, print, and survey formats available in families' home languages. The applicant group explains that community stakeholders, including employers, workforce partners, host colleges, and youth-serving organizations, will be engaged as advisors on the school's direction in addition to service providers.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.16.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the school will convene a standing design advisory council of students, parents and guardians, employer partners, and host college representatives, meeting at least twice yearly to review priorities, surface concerns, advise on decisions affecting students and families, and report to the executive director with a written summary for the board. They note that the school will administer annual family and student satisfaction and climate surveys, report results to the board, use them to set improvement priorities, and communicate back to families what changed, with the founding community needs survey re-administered annually as a baseline. They further state that the board will hold open, publicly noticed meetings with a standing public comment period, and that a tiered grievance procedure will carry unresolved concerns to the board on appeal.
Appendix 3	Provide a draft Grievance Policy.	Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and	☒ Meets ☐ Does Not Meet • Appendix 3 of the application includes a draft grievance policy that establishes a three-step escalating procedure for students, families, staff, and community

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		response, how decisions can be appealed, and how complaints are escalated to the board.	members. Under the policy, complaints are first raised directly between the parties involved, then submitted in writing to the pod principal or, if the concern involves the pod principal, to the regional director of academics, special education, and federal programs. The policy sets responsible parties and timelines at each step: the Pod Principal convenes the affected parties within 48 hours. Unresolved matters may be submitted in writing to the board. The board chair or designee confirms that the prior steps were followed before the complaint is added to the agenda. The board then investigates and facilitates a resolution within seven days, and its decisions are final. The policy also routes criminal matters to the proper authorities and suspension and expulsion matters to the school master plan for improving behavior and discipline and to applicable state law.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.17	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.17.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines the roles and responsibilities of the charter board, the executive director, the regional leadership team of four directors, the pod-level team (comprised of the pod principal, campus coordinator, learning support specialists, and success navigators), and the contracted back-office financial services provider, including reporting lines. In the supplemental Staffing and Management document, the applicant group describes the corporate partner's role, stating that LCTCS employs, supervises, and evaluates all course instructors; that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment; and that special education compliance is shared. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services LCTCS will provide, including instructional delivery, administration of the learning management and enterprise systems, special education and related services, credential examinations, testing-center proctoring, tutoring, lab consumables, and facilities. However, the supplemental Staffing and Management

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			document describes the pod-level leadership role differently from the application, identifying a Pod Administrator at approximately one per 250 students, without reference to the Pod Principal the application identifies as leading each pod, and without indicating whether the position renames, replaces, or supplements that role. Further, the Shared-Service Fee Schedule refers to facilities. While the schedule indicates facility fees are in kind/included and are charged at a rate of $0, a line-item referencing facilities in the Shared-Service Fee Schedule is in conflict with the proposed corporate partnership, which is based on donating facility space to the school.
		OPC.17.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.
OPC.18	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.18.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines a reporting structure in which the executive director reports to the board; the four regional directors report to the executive director; the pod principals report to the director of academics, special education, and

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			federal programs; and the campus coordinator and learning support specialists report to the pod principal, with success navigators reporting to the director of student success and the pod principal serving as their on-site contact. In the Staffing and Management document, the applicant group states that all course instructors are employed, supervised, and evaluated by LCTCS, and that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment. The applicant group provides a rationale explaining that the structure gives the board a single point of accountability in the executive director, keeps partner-delivered services as a contracted relationship rather than a governance one under board-approved agreements, and allows growth to add campuses without adding management layers. However, the applicant group does not demonstrate that these lines of accountability support the school model, as the school is accountable for academic outcomes produced by instructors it does not supervise, and the rationale does not address how the school will direct or evaluate that instruction.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.19	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.19.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding pupil to teacher ratios for charters.
OPC.20	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.20.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines procedures for recruitment, including posted job descriptions that state required credentials; structured selection with credential verification and reference checks; offers contingent on a satisfactory background check; progressive discipline; dismissal for cause with due process; and non-discrimination throughout. They extend background check requirements to third-party contracted staff and to partner personnel assigned to the school's students. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS.
OPC.21	Explain how the school intends to handle teacher changes/turnover.	OPC.21.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group describes plans to cover its own positions by redistributing success

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			navigator caseloads within the stated ratio while a vacancy is posted and filled; a written succession and cross-coverage plan designating an acting owner for each leadership function, with an approved coverage plan required before extended leave; and cross-training with rotating coverage among the campus coordinator and learning support specialists. In the Staffing and Management document, the applicant group states that when an instructor changes, the delivering college reassigns a qualified faculty member under its own staffing procedures. However, the applicant group does not describe a substitute pool or designated coverage staff, and the substitute teacher and aide lines in the overview template carry no budgeted amounts in any year.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader has previous experience that indicates capacity to lead the school and improve student outcomes.	☒ Meets ☐ Does Not Meet In Appendix 4, the applicant group identifies Dr. Michelle Clayton as the founding executive director and highlight her 25+ years of educational leadership. They note Dr. Clayton's service as superintendent of University View Academy, the largest online charter school in Louisiana; as deputy superintendent of the East Baton Rouge Parish School System; and as executive director of academics for Zachary Community School District during its rise to the state's top ranking. The applicant group links Dr. Clayton's experience to outcomes, noting that under her leadership, University View Academy led the state in the percentage of high school students earning associate degrees. They further identify her school superintendent certification, Quality Matters certification in online course design, and prior service as the state accountability lead who developed Louisiana's first School Performance Score calculator.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the academic, operational and/or financial functions of a given organization. If not identified, the provided job description requires experience in a role that holds a high level of responsibility and accountability for the academic, operational and/or financial functions for a given organization.	☒ Meets ☐ Does Not Meet • In Appendix 4, the applicant group identifies one member of the leadership team (the executive director, described above) and provides job descriptions for the four remaining regional director positions and the pod principal. Each job description requires prior experience with a high level of responsibility and accountability for academic, operational, or financial functions, specifying leadership-level rather than entry-level qualifications. These include master's degrees and five years of leadership experience for the academic and site leadership roles, and three to five years of operations, financial management, or accountability experience for the remaining positions.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.22	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.22.1 The applicant describes board member's described role on the board and area of expertise for school governance.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster that describes each member's role, major responsibilities, and areas of expertise across academics, finance, legal issues, management and operations, and community relations, and the roster identifies which members are independent of the corporate partner. The roster is consistent with the resumes provided in Appendix 5, which are supplied for each of the five seated members.
		OPC.22.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster listing each member's role, major responsibilities, and areas of expertise: W. Chandler LeBoeuf as board chair with academic and workforce oversight, bringing higher education, leadership, and community relations expertise; Richard Nelson as board treasurer and Finance Committee member, bringing statewide public governance, finance, and legal expertise; Tommy Screen as board secretary and Governance Committee member, bringing legal, operations, and government relations expertise; Shep Buckman on the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Finance Committee with a pending treasurer nomination, bringing finance and asset management expertise; and Adam Knapp overseeing employer partnerships and pathway alignment, bringing workforce and economic development expertise. The applicant group identifies the first three as the directors appointed by the corporate partner under the bylaws, holding the positions of system president, executive vice president, and general counsel, and identifies Buckman and Knapp as independent members. The roster aligns with the resumes provided in Appendix 5.
		OPC.22.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies five confirmed board members, meeting the minimum for a Type 2 charter, and the applicant group provides resumes for each in Appendix 5. They state that the bylaws set the board at seven directors and that the two remaining seats will be filled by independent members.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	☒ Meets ☐ Does Not Meet • In Appendix 5 of the application, the applicant group provides a resume for each of the five seated board members,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			along with a summary identifying each member's current position, education and credentials, and the expertise they bring to the board.
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding residency requirements for governing board members of Type 2 charters.
OPC.23	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC.23.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides an accounting of the relationships that could pose actual or perceived conflicts. They disclose that three board members hold senior positions with the corporate partner (LCTCS), identifying the partner's president (serving as board treasurer), its executive vice president (serving as board chair), and its general counsel (serving as the school's registered agent), and they identify LCTCS as the school's corporate sponsor, shared services provider, and host of the launch site. The applicant group attaches a 2019 Louisiana Board of Ethics opinion addressing a similar governance arrangement and states that no board

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			member has any undisclosed financial, familial, or contractual relationship that would pose an actual conflict.
		OPC.23.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes an operational process for identifying and managing conflicts: annual written disclosures are screened against every board and committee agenda by the governance and nominating committee; interested members recuse themselves from discussion and vote, with approval only by a majority of disinterested directors; partner transactions are periodically reviewed for arm's-length reasonableness; annual ethics training is provided; and failure to disclose is subject to discipline. They further commit to obtaining a board of ethics advisory opinion before executing any agreement with the corporate partner and identify a pending nomination that would move the treasurer role to an independent director.
		OPC.23.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.24	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.24.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group demonstrates an understanding that the board serves as a governing body rather than the entity executing daily operations. The applicant group states that the board holds fiduciary and policy authority exercised through mission-setting, policy adoption, goal setting, oversight of the executive director, and compliance assurance, while the executive director and staff carry out operations. The applicant group also identifies safeguards against operational drift, including bylaw provisions that separate the board's governance authority from the executive director's authority over day-to-day operations, a rule that operational direction flows to staff only through the executive director, an annual board self-evaluation, and committees that advise without managing operations. The Staffing and Management document states that the model intentionally separates instructional delivery from school governance.
		OPC.24.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the board's supervisory relationship as reporting to the executive

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		school leader, CEO, or Educational Services Provider (ESP) (as applicable).	director. They explain that the board hires, supports, sets annual goals for, and formally evaluates the leader, and that the board holds the leader, rather than individual staff, accountable for results. The Staffing and Management document states that the model separates instructional delivery from school governance, with the school independently governed by its board and led by its executive director.
		OPC.24.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies three standing committees with defined roles supporting the work of the full board: a finance committee overseeing the budget, financial reporting, internal controls, the annual audit, and financial goals; a governance and nominating committee overseeing bylaws, board recruitment, Open Meetings and Public Records compliance, and conflict of interest administration; and an executive committee coordinating the board's work between meetings.
OPC.25	List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.	OPC.25.1 The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation that align to the expectations outlined in the Charter School Performance Compact.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group sets year-specific organizational and financial goals for each of the first

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			five years. Organizational goals cover enrollment as a percentage of budgeted enrollment, persistence and average daily attendance, special education compliance, open-enrollment and lottery compliance, board governance compliance, on-time state and authorizer reporting, staff retention, and family and student satisfaction. Financial goals follow the Performance Compact framework and address near-term and sustainability indicators, including current ratio, unrestricted days cash on hand, total margin, debt-to-asset ratio, cumulative cash flow, budget-to-actual variance, unrestricted fund balance, a clean independent audit, and a low Fiscal Risk Assessment level. However, the organizational goals omit suspension rates, which the Performance Compact identifies as an organizational indicator, even though the applicant group references discipline goal thresholds elsewhere in the application.
OPC.26	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.26.1 The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for the board to monitor the school's progress toward its academic, organizational, and financial goals. The applicant group states that the board will formally adopt the goals

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			and track them using a performance dashboard reviewed at each regular meeting. They explain that the dashboard will report the status, trends, and progress toward the target for each goal. They also note that the finance committee and the governance and nominating committee will conduct a deeper review of progress and report to the full board.
OPC.27	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC.27.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group articulates a set of standards the school leader must meet, weighted to reflect Charter School Performance Compact metrics across all three areas: academic performance, addressing the School Performance Score and letter grade, LEAP 2025, ACT, and cohort graduation rate; organizational and operational health, addressing enrollment, persistence, attendance, out-of-school suspension rate, special education compliance, and staff retention; and financial stewardship, addressing budget management, a clean audit, Fiscal Risk Assessment standing, and lawful use of public funds.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.27.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines the information used to determine whether the leader has met each standard, the evaluation timeline and frequency, and the process for collecting that information. They identify state and authorizer data, including the Annual Review, School Performance Score, LEAP 2025, ACT, graduation rate, and fiscal risk assessment, along with the annual audit, monthly budget-to-actual statements, the leader's written self-evaluation, compliance records, stakeholder surveys, and site visits. They describe a continuous annual cycle: standards adopted by board vote at the start of the year, dashboard review at each board meeting, a mid-year formative check-in with written feedback, an annual summative evaluation following the release of state and audit data, and off-cycle reviews triggered by any material early-warning signal.
		OPC.27.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a corrective action process for use if the leader fails to meet accountability measures, with defined roles for both the board and the leader:

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			written notice of the off-track measure, a required root-cause analysis, and a corrective-action plan specifying interventions, owners, milestones, and timelines; a formal performance improvement plan of approximately 30 to 90 days if the measure does not improve, with progress reviewed at each board meeting; and non-renewal or termination under board personnel policy if performance still does not improve.
OPC.28	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including: a. Identify how the board will monitor the school's financial position; and b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.	OPC.28.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.	☐ Meets ☒ Does Not Meet • According to the application narrative, the applicant group will implement a comprehensive financial management system supported by a contracted back-office financial services provider, an independent auditor, and financial policies adapted from LCTCS to meet charter school requirements. Additionally, the application narrative identifies several proposed financial procedures, including, for example, monthly board review of budget-to-actual reports and cash position, purchasing controls such as purchase orders, receiving verification, and invoice matching, annual independent audits, and segregation of duties among the governing board, school leadership, and the contracted back-office financial services provider. However, the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			application provides limited detail regarding payroll policies and procedures.
		OPC.28.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.	☐ Meets ☒ Does Not Meet • According to the application narrative, the proposed financial policies and procedures are generally aligned with accepted financial management practices and are likely to support the organization's financial health and compliance with legal and statutory requirements. The application describes board oversight, segregation of duties, independent audits, purchasing controls, financial monitoring, and conflict-of-interest reviews designed to safeguard public funds. However, the application does not describe how the referenced LCTCS financial policies will be adapted to address the operational and compliance requirements specific to a public charter school.
		OPC.28.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee	☒ Meets ☐ Does Not Meet • According to the application narrative, the applicant group identifies the personnel and organizations responsible for managing and overseeing the school's financial operations, including the governing board, executive director, director of operations, contracted back-

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		this process.	office financial services provider, and independent auditor. Additionally, the application further describes a management and oversight structure that includes board oversight, monthly financial reporting, segregation of duties, and annual independent financial audits. Appendix 7 also provides evidence of the qualifications and experience of the contracted back-office financial services provider and independent audit firm, demonstrating that collectively the identified personnel, organizations, and oversight processes are likely to support the school's financial health and long-term viability.
		OPC.28.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.	☒ Meets ☐ Does Not Meet • According to the application narrative, financial oversight will include segregation of duties among the governing board, executive director, director of operations, and contracted back-office financial services provider; board approval of budgets, contracts, and depositories; dual authorization of disbursements; documented purchasing controls, including purchase orders, receiving verification, and invoice matching; conflict-of-interest reviews; and annual independent audits.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.29	Describe the plan for the training and development of new members and continuing members.	OPC.29.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a process for assessing the board's strengths and weaknesses and a training plan to address identified gaps. They describe a board skills matrix that maps members to the five required expertise areas and governance competencies, and they state that the governance and nominating committee leads an annual self-evaluation and gap analysis that informs the training plan. They identify training by focus, audience, frequency, and provider, covering core governance, open meetings and public records, ethics, special education and financial management training required within one year of seating, and topical training prioritized by an annual assessment.
		OPC.29.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a recruitment plan that prioritizes required expertise and an onboarding plan that familiarizes new members with the bylaws and board requirements. They state that the governance and nominating committee identifies priority expertise based on the current gap analysis; sources candidates through community,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			employer, and professional networks; evaluates candidates against criteria for expertise, mission commitment, independence, and absence of disqualifying conflicts; and recommends finalists to the full board. They describe structured onboarding completed before a new member votes, covering the mission and model, the bylaws and board policies, training on charter law, fiduciary duties, open meetings, and ethics, a signed conflict disclosure, and an onboarding binder with governing documents and current performance materials.
OPC.30	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.30.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines board meeting frequency and the procedures the board will follow to maintain compliance with the Open Meetings Law and the Public Records Act. They state that the board will meet no fewer than eight times per year, per the bylaws, and expects to meet monthly during startup and the first operating years, with an annual meeting each fiscal year and special meetings upon written notice. For open meetings, the applicant group describes public meetings with votes taken in open session, notice and agenda posted at least 24 hours in advance at the school

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			and on its website, a public comment period, recorded votes and publicly available minutes, and executive sessions held only by a recorded two-thirds vote for statutorily permitted purposes. For public records, they designate the vice chairperson and secretary as custodian, commit to fulfilling requests within statutory timeframes, and describe records retention and the proactive posting of agendas, minutes, and governance documents. The described frequency and procedures are consistent with the bylaws in Appendix 6.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	☒ Meets ☐ Does Not Meet • In Appendix 6 of the application, the applicant group provides draft governing bylaws that reflect each of the key requirements. The bylaws set the board at seven voting directors, with three appointed by the corporate partner while the Memorandum of Understanding is in effect; establish the offices of chairperson, vice chairperson, secretary, and treasurer, each appointed annually by the board; create three standing committees, Executive, Governance and Nominating, and Finance, with members appointed by the chairperson; and require the board to meet no fewer than eight times per year, with all meetings

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			held in accordance with the Open Meetings Law and the Public Records Act. The bylaws also require an annual financial review by a public accounting firm, with the report distributed to every director, and bar directors and officers from any interest in school contracts except as permitted by La. R.S. 17:3991.1.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.31	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.31.1 Organizational role of team members matches their professional skill set.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group maps each area of the operations plan to a responsible role and states the qualifications for each, citing the founding executive director's resume and the job descriptions in Appendix 4 as evidence. The executive director's background in charter, traditional, and online school leadership aligns with the staffing and performance management areas she is assigned to; the director of academics, SPED & federal programs is assigned staffing and professional development, consistent with a job description requiring academic and special education leadership experience; and the director of operations is assigned general operations, finance, and facilities, consistent with a job description requiring school or business operations experience and demonstrated management of budgets, vendors, and contracted service providers.
		FPC.31.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on: a. staffing, b. professional development, c. performance management,	☒ Meets ☐ Does Not Meet • In the application narrative and in the job descriptions in Appendix 4, the applicant group identifies at least one member of the leadership team able to provide

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		d. general operations, and e. facilities management *If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.	expertise in staffing and performance management, assigned to the executive director, and in professional development and general operations, assigned to the director of academics, special education & federal programs and the director of operations, whose job descriptions require relevant experience. Facilities management is also assigned to the director of operations, whose job description assigns liaison responsibility for custodial, maintenance, life-safety, and code compliance and requires demonstrated management of budgets, vendors, and contracted service providers.
FPC.32	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	FPC.32.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for managing non-academic services upon opening and identifies the position responsible for oversight of each key operational area. The director of operations oversees transportation, food services, purchasing, and student records, and the director of operations serves as liaison to the host campus facilities organization for custodial, maintenance, life-safety, and code compliance. The executive director shares oversight of purchasing and leads school safety with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the director of operations and pod principals, and the campus coordinator and the director of testing, accountability and enrollment share oversight of student records. The applicant group describes how each area will be managed, including transit passes and a contracted transportation provider; meals on required campus days under the National School Lunch Program; a school-operated student information system rather than the colleges' postsecondary environment; and a Crisis and Emergency Operations Plan with a contracted school resource officer budgeted per site.
		FPC.32.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a transportation plan to meet the needs of the special population subgroups. For economically disadvantaged students, the applicant group states that the school will provide free transit passes where routes serve the campus. The applicant group notes that the pods are located on campuses that sit on existing transit-served sites and on a contracted, board-approved provider beyond transit reach, with stops coordinated to highest-need neighborhoods and schedules aligned with work obligations. For students with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disabilities, the applicant group states that the school will provide transportation as an individualized education program-related service regardless of distance, including specialized equipment, accessible vehicles, trained aides, and door-to-door service where required. Transportation is funded in the Overview Template each year.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.33	Explain the plan for student recruitment and marketing that will provide access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	FPC.33.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group outlines a plan to generate interest and enroll students, describing an annual cycle that runs from fall campaigns through open enrollment, a public random lottery if oversubscribed, and orientation, supplemented by rolling enrollment so returning students are admitted as seats allow. They describe targeted outreach through district counselors, career and technical education and Jump Start coordinators, adult education intake staff, and workforce partners, with applications available online, on mobile devices, in person, and by mail at no fee processed through the enrollment platform funded in the Shared-Service Fee Schedule. However, the applicant group bases their recruitment strategy on a statewide market of approximately 45,700 students, roughly two-thirds of which comprises dual dual-enrollment and homeschooled students, rather than the population the school is designed to serve (over-age, under-credited students).
		FPC.33.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies potential barriers to

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		hours, etc.) and has created an enrollment process that mitigates identified barriers.	access and pairs each with a mitigation: geographic distance, mitigated by the statewide campus footprint and a virtual lobby for off-campus enrollment support; limited technology access, mitigated by mobile-friendly and public-computer applications and two-way text messaging; inability to visit during work hours, mitigated by evening and weekend enrollment options; housing instability, mitigated by multi-channel communication that does not depend on a fixed address; and language barriers, mitigated by translation and interpretation services. The applicant group states that applications are accepted online, via mobile device, in person, and by mail at no fee.
		FPC.33.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines methods for providing access in accordance with R.S. 17:3991(B)(3), stating that the school will operate as an open-enrollment public charter school without discrimination on any protected basis, with admission by public random lottery if applications exceed available seats. They identify a single admission requirement, a minimum age of 16, which they tie to the mission on the grounds that career-pathway

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			placements, employment-certificate rules, and clinical and field components generally open at that age.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.34	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.34.1 Projections are based on accurate, conservative, and legally compliant assumptions.	☐ Meets ☒ Does Not Meet • According to the proposed budget, the applicant group's revenue projections are based on assumptions that are mostly accurate and legally compliant. For example, the budget relies primarily on established state and federal funding sources and includes more than $1,050,000 in committed support from LCTCS. However, the budget presents ambitious enrollment numbers, growing from 500 to 5,000 students over the course of the first charter term. It is unclear whether demand could support this level of rapid scaling. Additionally, the application narrative states that future enrollment growth will occur through the expansion of pods into additional school districts, the budget assumes that all per-pupil revenue will continue to be generated from East Baton Rouge Parish throughout the five-year projection. As a result, it is unclear whether the projected per-pupil revenue assumptions accurately align with the proposed expansion model.
		FPC.34.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	☐ Meets ☒ Does Not Meet • According to the proposed budget, the applicant group allocates funding for the core administrative, operational, and some direct student academic supports

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			necessary to implement the proposed program, including administrative personnel, technology, transportation for required in-person instructional days, and other operational expenses. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included in the fee paid to LCTCS across eleven components, provides the pricing methodology for each, projects the fee at minimum, projected, and maximum enrollment for each of the five years, and confirms the fee at $7,000 per student, consistent with the financial model. The itemized components include instructional delivery, technology systems, special education and related services, credential examinations, testing-center proctoring, tutoring, and lab consumables. However, the budget provides meals for students only on required in-person instructional days despite students participating in remote instruction throughout the week, and the five-year financial model does not appear to include salary increases or inflationary adjustments, which may understate future operating expenses over the charter term. The budget assumes salaries for learning support specialists that are more consistent with paraprofessional qualifications and does not allocate funds for qualified special

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			education positions or English Learner staffing in any year. The budget also funds a pod principal at one position per pod, while the supplemental Staffing and Management document describes a pod administrator at approximately one per 250 students, without indicating whether the two are the same position. At the projected enrollment levels, a ratio of one per 250 students would require two positions in Year 1 and approximately twenty by Year 5, compared with the one and six the budget funds.
		FPC.34.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.	☐ Meets ☒ Does Not Meet • In the operating statement of activities, the applicant group presents net operating surpluses of between $672,296 in Year 1 of the charter term to $3,681,466 in Year 5 with fund balances ranging between roughly 8 and 11 percent of overall revenues. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS, confirms the fee at $7,000 per student consistent with the financial model. However, as noted above, there are several assumptions that may be inaccurate or unclear, including overall demand supporting enrollment and the accurate per pupil revenue by parish, the lack of budgeted salaries for

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			qualified special education positions and English Learner staffing, the number of pod-level leadership positions the model requires, and the absence of salary increases or inflationary adjustments across the five-year model. Therefore, it is not possible to evaluate whether the school might become insolvent or lack access to necessary liquidity.
		FPC.34.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
		FPC.34.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	☒ Meets ☐ Does Not Meet • In Appendix 1, the applicant group provides a letter from LCTCS committing $1,050,000 in grant funding to support the program, as well as one from the Foundation for LCTCS committing $190,000 in start-up funding. In the operating statement of activities, budgeted surpluses exceed the amount donations committed, demonstrating that the program could be executed as described in the application if these funds do not materialize.
FPC.35	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.35.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group describes specific financial triggers and

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			identifies corresponding corrective actions and responsible parties. For example, the plan calls for enrollment and revenue reforecasting and activation of a minimum enrollment plan if enrollment falls below the 85% threshold; a hold on nonessential discretionary spending and a board-approved budget amendment if projected annual revenue declines by more than 5%; and a corrective spending plan and budget amendment if expenditures exceed budget by more than 5% in any category. The contingency plan also includes reserve targets, a minimum enrollment staffing strategy, and a contingency commitment from the LCTCS Foundation. Additionally, beginning in Year 3 of the budget, the applicant group allocates $250,000 annually to a contingency line described as a “supplement to shared services” as needed that could be used flexibly to support unexpected dips in revenue or higher expenses. In the supplemental Shared-Service Fee Schedule, the applicant group projects the fee paid to LCTCS at minimum, projected, and maximum enrollment for each of the five years, confirming that the school's largest single expense varies with enrollment.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.36	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as **Appendix 7**. Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.36.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group identifies O'Brien Services as its contracted back-office financial services provider and Martin and Pellegrin, CPAs as its independent audit firm. The application further describes a financial management structure that segregates financial responsibilities among the executive director, director of operations, governing board, finance committee, contracted financial services provider, and independent auditor. In Appendix 7, the applicant group provides evidence that the individuals staffed at the back-office firm and the auditing firm are certified public accountants (CPAs).
FPC.37	Explain the process the school will use to develop its annual budget including: a. Who will be involved; and b. How needs will be identified and weighed. c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.	FPC.37.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group identifies who is involved in developing the annual budget, including the executive director and the director of operations proposing the budget; the back-office provider; program leaders who submit needs; the Finance Committee reviewing budgeted and minimum enrollment; and the board adopting the budget before July 1 and

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			approving amendments. The applicant group also describes ongoing monitoring and amendment through monthly budget-to-actual reports, written variance explanations, and board approval of amendments above set thresholds.
		FPC.37.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group describes a statewide recruitment strategy for hybrid instructional and student support positions and indicates that in-person interventions, IEP-mandated services, and related services will be provided at each learning pod. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS and allocates funding for special education and related services. However, the operating budget fully funds only the success navigator position, the learning support specialist positions appear to be budgeted at salary levels more consistent with paraprofessional than qualified staff, and counselors are not funded in the budget or included among the itemized shared services.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	☒ Meets ☐ Does Not Meet • In Appendix 8 of the application, the applicant group describes each required insurance type, specifying explicit coverage amounts that meet the required minimums for workers' compensation and employers' liability, comprehensive general liability, automobile liability, property insurance with claim rights preserved for BESE and the State, errors and omissions, employee dishonesty, and employment practices liability. The appendix also supplements these with directors and officers and cyber liability coverage. The appendix also includes fire prevention and safety equipment provisions covering State Fire Marshal inspections, scheduled maintenance under applicable NFPA standards, documented drills, and assigned site-level responsibility, along with a pre-opening timeline for binding coverage.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. **Non-Essential = Coursework NOT required to meet graduation requirements*	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes two layers of course access beyond graduation requirements and connects each to the model and the intended student population. The first is access to the host college catalog, available because every student is dually enrolled, structured through success navigator approval, prerequisite checks, and recording in the student's Individual Graduation Plan. The second is three courses designed by the applicant group and delivered through the learning management system, each tied to a documented characteristic of the population: an extended personal finance and entrepreneurship course addressing the financial independence of students who are supporting themselves; a college transition course covering financial aid, admissions, transfer credit, and matriculation into the partner system; and a professional digital readiness course aligned to the Northstar Digital Literacy Standards for students whose technology access was interrupted during their time out of school.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group identifies both state diploma pathways, the TOPS Tech Career Diploma earned through Jump Start 2.0 with at least one industry-based credential, and the TOPS University Diploma with an optional associate-degree runway. They identify five Jump Start 2.0 pathways for Year 1 at the pilot campus, including health sciences, architecture and construction, information technology, manufacturing, and transportation, distribution, and logistics. They state that every student on either pathway will earn college credit before graduation through dual enrollment at their pod site, with automatic matriculation into the partner system available to every graduate.
		HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group demonstrates understanding of both diploma pathways and outlines a plan to meet their requirements within the allowed time. They describe building an individualized graduation plan at intake, using each student's credits at entry rather than an assumed grade so that a student entering with ninth-grade credit standing

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			has a full four-year runway while a student entering with upper-grade standing works from a compressed plan mapped backward from the same requirements. The applicant group identifies the Transitional 9th-grade designation for students entering significantly under-credited and describes the mechanisms supporting on-time completion, including competency-informed scheduling, credit recovery through the learning management system, and year-round and evening options.
		HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group provides a rationale for each of the five Jump Start 2.0 pathways offered at the pilot campus, tying each to occupations the Louisiana Workforce Commission identifies as high-wage and high-demand in the region, naming the college program each pathway articulates into, and supporting the likelihood of post-secondary career opportunities with articulation agreements, an established employer training initiative, and research on sustained earnings gains from career-connected pathways. In Appendix 10, they extend that rationale across the contract term, documenting each expansion campus's distinctive programs, credentials, and employer

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			partnerships from a campus readiness assessment and explaining how the pathway menu at each pod matches its regional labor market. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS and hold credentials that meet accreditation and Jump Start requirements.
		HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes the pathway selection process, beginning at intake with a career-interest inventory and structured career exploration that includes site visits to college labs and classrooms, employer and educator speakers, and hands-on sampling of the pathway menu. The success navigator and a career counselor then assist the student in selecting a pathway and building the individualized graduation plan, typically by the end of the first term. Both the pathway and the diploma decision are documented in the Individual Graduation Plan.
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes the supports available during pathway selection,

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			including one-on-one career counseling from the success navigator, current labor-market and wage information, structured exposure to each pathway before a student commits, and ongoing advising, with scheduling and family involvement supported through the school's communication platform. They state that students may change pathways early in enrollment, with an updated graduation plan.
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group explains that no diploma or Jump Start pathway will carry academic prerequisites or admissions criteria, that the sole admission criterion is minimum age, and that flexible scheduling and transportation will address barriers facing working and caregiving students. In the Shared-Service Fee Schedule, the applicant group funds credential examination costs and special education and related services, which support access for all students to diploma pathways.
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In Appendix 9, the applicant group outlines course offerings by diploma type and grade level for the first five

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			years of operation, ensuring that all students can meet the graduation requirements of their chosen pathway in four years or less. The outline sets out the full unit requirements for both the TOPS University Diploma and the Jump Start TOPS Tech Career Diploma against Bulletin 741 and the state High School Planning Guidebook, including the Financial Literacy unit required for entering cohorts. The outline maps each student's sequence to credit standing at entry rather than assumed grade placement, with compressed plans for students entering with upper-grade standing and the five-year Transitional 9th-grade path available for students entering significantly under-credited.
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	☒ Meets ☐ Does Not Meet • In Appendix 10, the applicant group provides tables identifying all four program types and a rationale for each: Advanced Placement and International Baccalaureate (neither offered in Years 1 through 5, with the population-fit rationale stated); the dual enrollment anchor menu; the career and technical pathway sequences; and the ACT and WorkKeys preparation sequence. The tables also document pathway availability by learning pod and the campus readiness rationale for each

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pod's offerings across the contract term and are consistent with the rationale provided in the High School Addendum narrative.
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group provides a rationale for each identified Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	☒ Meets ☐ Does Not Meet • The High School Addendum to the application explains each program offering, including dual enrollment, ACT preparation, and career and technical education. The applicant group explains that dual enrollment is the primary pathway, with courses aligned to TOPS requirements, transferable general education credits, or specific college programs. They also note that ACT and WorkKeys prep are phased in and linked to TOPS and dual enrollment sub-score benchmarks. Additionally, five Jump Start 2.0 career pathways are outlined, each leading to an industry-based credential. The applicant group notes that Advanced Placement and International Baccalaureate are not available in Years 1 through 5, and that a focus on credit-bearing dual enrollment is justified by population needs. Offerings described by the applicant group align with the course table in Appendix 10.1.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: a. Describe the reasoning for those selections, including the alignment to in-demand occupations; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group identifies specific industry-based credential assessments for each of the five Jump Start 2.0 pathways offered in Year 1. These pathways are structured as stackable ladders keyed to the progression phases, and the named assessments appear on the Louisiana Industry-Based Certification State Focus List.
		HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group explains how the credentials translate into career opportunities, linking each to high-wage, high-demand occupations and mapping stacked credentials to further college programs.
		HSA.4.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). [as applicable]	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes specific community resources, including host-college programs and labs, a planned clinical-practicum agreement, an established manufacturing training initiative, and contractor and trade partners.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes how credential and training costs will be funded, citing the Career Development Fund, Perkins V, the career and technical education funding weight, employer in-kind contributions, and the state training catalog. In the supplemental Shared-Service Fee Schedule, the applicant group budgets credential examination and certification costs at $200 per student, or $100,000 in Year 1.
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	☒ Meets ☐ Does Not Meet • In the High School Addendum and in the pathway sequences in Appendix 10, the applicant group describes access to work-based learning through internships, cooperative education, and Fast Forward registered apprenticeship on-the-job training, integrated into each Year 1 pathway's capstone with specific placements identified, including clinical placements in the Health Sciences pathway. The applicant group also states adherence to Louisiana child labor law and Workforce Commission employment-certificate requirements. In the supplemental Shared-Service Fee Schedule, the applicant group identifies

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			an LCTCS instructor who manages and supervises all work-based learning and field experiences and funds a site-based student internship program.
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes specific evidence-based systems and structures for students at risk of dropping out, built on the faithful implementation of Check and Connect, the dropout-prevention model the federal What Works Clearinghouse identifies as having positive effects on staying in school.

Corporate Partnerships Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	☒ Meets ☐ Does Not Meet • In the Corporate Partnerships Addendum, the applicant group describes a single corporate partnership with the Louisiana Community and Technical College System under Bulletin 126, Chapter 39 and R.S. 17:3991.1, supported by a draft Memorandum of Understanding in Appendix 11 and a letter of commitment from the partner in Appendix 1. The MOU outlines the partner's provision of facilities and utilities at no cost, reserves exclusive operational control to the school's board, fixes partner board representation at three of seven directors with express language that this shall not constitute a majority, and runs for a one-year term renewing automatically for the charter term.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; c. Rationale for selected provider; and d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	☐ Meets ☐ Does Not Meet • Not applicable; the applicant group indicates that the school does not contract with an Education Service Provider, and the Overview Template indicates that no Education Service Provider is engaged.
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to submit material findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	☐ Meets ☐ Does Not Meet • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies Canvas as the learning management system and outlines the decision-making process for selecting it over standalone K–12 virtual platforms. The decision is based on several factors, including that students' dual enrollment college courses are already delivered on Canvas, allowing students to move between high school and college coursework in a single environment; that it fits the hybrid, dual-enrollment, statewide-pod model; and that it avoids new licensing and onboarding costs while providing an established, supported platform.
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to acquire and distribute technology, issuing a device to every student who meets the state virtual regulation's technical requirements. Devices are acquired in step with the enrollment ramp, on a defined refresh cycle, and are managed by a contracted device-management vendor whose scope includes imaging, shipping, distribution, collection, and asset tracking. For students without home internet, the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.		applicant group budgets Wi-Fi hotspots or comparable connectivity for a defined share of students. The applicant group also provides assistive technology as required by individualized education programs and 504 plans. The applicant group explains that devices are distributed at enrollment and at the pod sites, and that every family signs an acceptable use policy.
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines specific steps to protect students from unsafe or inappropriate content. They state compliance with the Children's Internet Protection Act and apply content filtering across all school-issued devices and the school network to block obscene, harmful, and age-inappropriate material. This filtering is enforced at the device level, regardless of the network the student uses. They also describe a plan to implement vendor-based safety monitoring that generates alerts for indicators of cyberbullying, violence, or self-harm. These alerts are routed to the student's success navigator and counseling team under a documented response protocol. They include an adopted internet safety policy, internet safety instruction at onboarding, and

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disclosure of monitoring practices in the acceptable use policy.
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to minimize lost instructional time, addressing device and connectivity failures and platform interruptions: coursework anchored on campus on rotation days so a home failure affects only the remote portion; a same-day loaner-device and hotspot process for lost, stolen, or broken devices and for lost home internet; a guided-asynchronous competency-based core that lets a student resume after an outage without losing work; and a staffed help desk with success navigator outreach triggered when engagement data shows a student has dropped offline.
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a training plan for students and families, including structured Canvas onboarding completed before regular coursework begins. The applicant group states that the onboarding covers navigation, locating

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			coursework and grades, attendance across modes, and how to get help, with materials available in families' home languages. They indicate that ongoing support is provided through the LCTCS information technology help desk. In the supplemental Shared-Service Fee Schedule, they fund learning management system access, hosting, and support, along with the ConexED student-engagement platform.
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a staff and teacher acceptable use and technology policy that complies with R.S. 17:3996(21), is board-approved, and is acknowledged in writing by all staff as a condition of access. It governs appropriate use of school technology and accounts, data security and the confidentiality of student records, prohibited uses, and standards for staff conduct online. The policy addresses electronic communications between staff and students, requiring school-sanctioned platforms and accounts, subjecting them to monitoring and recordkeeping, and prohibiting non-sanctioned private channels, as detailed in the electronic communication policy in the adjoining

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			response.
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes an electronic communication and internet-safety policy that demonstrates intent to comply with the Children's Internet Protection Act and R.S. 17:100.7. The policy restricts staff-to-student communication to school-sanctioned platforms and accounts, which are subject to monitoring and recordkeeping, and prohibits private channels. It is paired with the content-filtering and safety provisions described earlier in the addendum, which block obscene, harmful, and age-inappropriate material at the device level and monitor student online activity for safety indicators. The applicant group states that internet-safety information reaches families through the acceptable use policy, student onboarding, and the family handbook.
VOA.3	Describe the process of how the proposed school will ensure the following, given the various locations of families: a. How training and support would consistently be provided; b. A plan for providing orientations to enrolled students, their parents, and their	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group explains how training and support will be delivered consistently to families across locations: online instruction runs on a

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.		single platform and a single early-alert system; every student has a named success navigator as the constant point of contact, regardless of location; each student uses the nearest campus as a home pod that delivers in-person support to a common standard; and staff train to a common protocol, with a campus coordinator at each active pod maintaining system-wide consistency. The applicant group explains that because the platform, early-alert system, success navigator relationship, and credit records are shared across the campus network, a student who relocates within the state can re-anchor to a nearer pod without leaving the school, a design feature suited to a population for whom residential mobility is common.
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides an orientation plan for all three audiences (students, parents or guardians, and any designated instructional coach) that is completed before regular coursework begins. It covers Canvas navigation, the rotating on-campus schedule and required components, attendance and engagement expectations across

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			modes, the success navigator role, how to reach support, and conduct and internet-safety expectations. The applicant group addresses the instructional coach role in a manner specific to its population: because the school serves an older, more independent student body in which many students enroll and manage their own learning, an at-home instructional coach is welcomed and oriented when a student designates one but is not assumed. The applicant group indicates that where no at-home instructional coach exists, the success navigator assumes the at-home support functions so that a student's participation does not depend on having a supporting adult at home.
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group lists in-person interactions between families and school faculty, all held at the student's home pod, and provides a frequency for one of them, parent-teacher conferences, which occur at least twice per year and include virtual and call-in options, with transportation support so that location is not a barrier.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.3.4 The applicant group provides the plan for health screeners.	☐ Meets ☒ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a plan to conduct vision, hearing, and scoliosis screenings as required by grade and age under the applicable state regulation. They state that screenings are conducted in person on a published annual schedule aligned with rolling enrollment, with make-up dates; results are documented in the student health record, consistent with federal privacy law, communicated to families, and follow-up is routed to the success navigator. However, the applicant group states that screenings will be conducted by a contracted licensed school nurse or parish health-unit personnel, yet no such position or cost appears in the financial plan. The supplemental Shared-Service Fee Schedule itemizes the services LCTCS will provide and does not include health screenings or school health services.
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a clear process for documenting and monitoring attendance and engagement. It uses the Canvas attendance tool as the system of record

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			mapped to the state membership definition, records in-person and online engagement signals under a board-adopted attendance policy submitted annually for state approval, and implements a three-tier engagement-response model and a count-date verification protocol.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to administer state assessments in person at secure on-campus testing centers at the pods under Bulletin 118 §317, drawing on pods that are already approved and independently audited HiSET and GED testing centers with secure rooms, wired networks, lockdown browsers, and secure materials storage. The plan includes a designated test-coordinator role that aligns with the budgeted director of testing, accountability, and enrollment; transportation via each student's existing rotation to the home pod; and accommodations provided per each student's individualized education program, 504 plan, or English learner plan. In the Shared-Service Fee Schedule, the applicant group funds secure proctoring for LEAP, ACT, and industry-based credential assessments

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			through LCTCS testing-center staffing.
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including: a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	☒ Meets ☐ Does Not Meet • In the Virtual Operator, the applicant group outlines recruitment, retention, and training activities for leadership and staff: sourcing through Louisiana educator pipelines, system networks, and university programs; posting job descriptions with uniform screening criteria and structured interviews; retention through budgeted compensation and capped caseloads; and onboarding with Canvas and system-platform training before staff serve students.
		VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies the high-need specialties its model requires, including EL-qualified or ESL-endorsed staff, qualified special education professionals, and licensed counselors. The applicant group also names general sources for these roles, such as the corporate partner's workforce, targeted outreach, and certification-support pathways, with contracted providers as backup.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a process for delivering related services: in person at the home pod, by teletherapy where clinically appropriate, and coordinated by the director of academics, special education, and federal programs, with session-by-session logging of required minutes and documented make-ups. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including services delivered by qualified providers.
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes professional development appropriate to the delivery method, including reading learning management system dashboards, acting on the tiered early-warning protocol, delivering effective instruction across online and in-person modes, and supporting students with disabilities and English learners across both modes, along with training on acceptable use, internet safety, and electronic communication policies.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group states that technical support is available to students, teachers, facilitators, and instructional coaches by phone, text, email, and in person at the pods, with home-language assistance, and that unresolved access problems are escalated and tracked. In the Shared-Service Fee Schedule, the applicant group funds learning management system access, hosting, and support.
VOA.7	Describe the efforts to date to secure a facility for the school to serve "struggling students" that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school's needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and	**If the applicant group has identified a facility:** VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies its facility solution as the LCTCS campus network, beginning with Baton Rouge Community College in Year 1 at a specified location. The applicant group describes how the campus will meet the school's needs: an existing, operating, code-compliant postsecondary campus that provides classroom and lab space, technical faculty and equipment, secure testing centers, student-support facilities, and connectivity for in-person instruction, hands-on career and technical education, assessment, and wraparound supports, with access provided in kind

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	equipment should the charter be terminated or not renewed; and		under the Memorandum of Understanding.
	d. A plan to provide at least 20% of instruction to struggling students in-person.	**If the applicant group has identified a facility:** VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes the Year 1 facility as an existing, operating, code-compliant college campus already configured for instruction, labs, secure testing, and student services, requiring no new construction or renovation and carrying no facility-preparation cost, with availability confirmed under the Memorandum of Understanding. The absence of preparation cost is consistent with the budget, which includes no facility renovation line and zero rent and utilities, and with the Shared-Service Fee Schedule, which lists facilities and utilities as provided in kind and excludes the building-use fee from the per-credit-hour charge on that basis. The applicant group notes that capacity is addressed through a rotating schedule under which no cohort is on campus at once.
		If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies potential barriers to the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			facilities on which in-person instruction depends, including a planned pod campus not being ready on schedule and a pod site becoming unavailable, and provides a contingency for each: students are served through the nearest available partner campus in the region combined with online delivery until the site is ready, so that no student loses access to in-person services.
		If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group addresses both required elements: campus facilities, which are partner-owned and provided under the Memorandum of Understanding and revert to the corporate partner upon any cessation of the charter; and school-purchased equipment and assets, which are disposed of consistent with the dissolution provisions of the bylaws, Louisiana law on the disposition of public charter-school assets, and the closure protocol in the charter agreement, with student records transferred to the authorizer or receiving schools within required timelines.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a plan to deliver at least 20% of instruction in person to struggling students. The plan shows that a single full campus day yields 22.7% of weekly instructional minutes before additional in-person components, and the planned one-to-two-day rotation yields roughly 45 percent. The application group explains that struggling students, identified by entry diagnostic level, credit deficiency, or early-warning flags, will receive a higher in-person proportion set in their completion plan, and students with disabilities receive the in-person minutes required by their individualized education programs.
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☐ Meets ☐ Does Not Meet • Not applicable
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a plan to offer transportation at no cost to families for in-person instruction, including transit passes for students on transit-served routes to the campus-based pods and contracted transportation for students whom public transit cannot reach. The applicant group also states that transportation will be provided as an IEP service where required, and the cost is reflected in the budget as purchased student transportation services that scale with enrollment.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines procedures for data protection and recovery, including role-based access controls consistent with federal privacy law, automated backups, geographically separated redundant storage, documented recovery objectives, and a tested restoration process, with continuity provisions that restore records and instruction from backup while in-person instruction continues at the pods.
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a breach-response policy that addresses the three elements of the standard: limiting dissemination through preventive controls and containment, identifying a breach through detection and investigation, and notifying affected parties and the authorizer within statutory timeframes. The applicant group assigns notification responsibilities to school leadership and technical response functions to information-technology staff, and the Shared-Service Fee Schedule funds technology and platform support,

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			including learning management system access, hosting, and support.

EPC.7.1 LCTCC's enrollment projections by region are based upon the composition of students within each LCTCS/WorkReady U service area. In light of this supporting regional data, LCTCC expects to meet the applicable enrollment-zone requirements of at least 70% of the regional/state values for economically disadvantaged students and students with disabilities.

LCTCS College Area	ED	Min. 70% ED	SWD	Min. 70% SWD	ADULT EDUCATION WorkReady U School Systems (aligned data)
Baton Rouge Community College	73.3%	51.3%	12.7%	8.9%	EBR, Zachary, Central, Baker, East Fel., Pointe Coupee, WBR, West Fel.
Bossier Parish Community College	66.9%	46.8%	14.7%	10.3%	Bossier, Caddo, DeSoto, Webster
Central LA Technical Community College	72.7%	50.9%	14.7%	10.3%	Allen, Catahoula, Concordia, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon, Winn
Delgado Community College	78.9%	55.2%	16.3%	11.4%	Jefferson, Orleans
Fletcher Technical Community College	66.9%	46.8%	12.9%	9.0%	Lafourche, Terrebonne
Louisiana Delta Community College	73.6%	51.5%	16.0%	11.2%	Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, City of Monroe, Richland, Union, West Carroll
Northshore Technical Community College	61.5%	43.1%	18.0%	12.6%	St. Tammany, Tangipahoa, St. Helena, Washington, City of Bogalusa
Northwest LA Technical Community College	68.5%	48.0%	14.9%	10.4%	Bienville, Bossier, Caddo, Claiborne, DeSoto, Lincoln, Natchitoches, Red River, Sabine, Webster
Nunez Community College	68.8%	48.2%	14.8%	10.4%	St. Bernard, Plaquemines
River Parishes Community College	59.4%	41.6%	14.0%	9.8%	Ascension, Iberville, St. Charles, St. James, St. John the Baptist
South Louisiana Community College	69.8%	48.9%	12.5%	8.8%	Acadia, Iberia, Lafayette, St. Martin
SOWELA Technical Community College	61.6%	43.1%	18.2%	12.7%	Allen, Beauregard, Calcasieu, Jefferson Davis

EPC.9.2 Evidence from comparable dropout-recovery models supports LCTCC's approach. SIATech, a California public charter network serving 16–24-year-old students who have dropped out or fallen off track, combines flexible online/self-paced instruction with in-person teacher support, individualized learning plans, and career training and has graduated more than 15,000 students; its current one-year alternative-school graduation rate is 67.3%. Comparable blended reengagement programs serving 16–21-year-olds have also demonstrated positive outcomes, including Magic Johnson Bridgescape (64% graduation of eligible students; 73% retention) and Polk County's (Florida public school district) Dropout Retrieval program (approximately 80% completion). These models demonstrate that, when technology-enabled flexibility is coupled with high-quality instructors, intensive monitoring, individualized support, career pathways, and access to physical learning sites, blended instruction can successfully re-engage the population LCTCC proposes to serve.

EPC.10.2 LCTCC acknowledges and clarifies the curriculum information cited in the application. For social studies, LCTCC corrects its prior statement to indicate that high-school Civics and U.S. History products do exist, but the currently reviewed commercial products are rated Tier 3. Accordingly, LCTCC will rely heavily upon the LDOE-developed Foundations of Freedom for Civics and Land of Liberty for U.S. History when building out standards-based social studies courses for students. Both are aligned to the 2022 Louisiana Student Standards and were developed using criteria similar to the quality indicators in LDOE's instructional materials review rubric. The current LDOE instructional materials review now identifies Activate Learning Certified OpenSciEd Biology and Chemistry as Tier 1, confirming the quality designation for the proposed chemistry curriculum (see LDOE curriculum website).

EPC.12.1 LCTCC acknowledges that the academic-goals table inadvertently omitted the required Biology and Civics LEAP 2025 assessments. LCTCC clarifies that the established LEAP performance targets apply to all required high school LEAP assessments, including ELA, mathematics, Biology, and Civics, as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
Baseline	≥40% Bas+; ≥15% Mast+	≥45% Bas+; ≥18% Mast+	≥50% Bas+; ≥21% Mast+	≥55% Bas+; ≥25% Mast+

EPC.14.1 LCTCC clarifies the staffing responsibilities described in the application. Learning Support Specialists provide intervention, case-management, accommodations, and progress-monitoring support; they will not independently develop IEPs or deliver specially designed instruction unless appropriately certified to do so. IEP development and specially designed instruction will be provided by appropriately certified special education teachers and other qualified personnel under the oversight of the Director of Academics, SPED & Federal Programs, consistent with Bulletins 1508, 1530, 1706, and 746. The existing Year 1 shared-services allocation of $200,000 for special education and related services expressly funds certified special education personnel, evaluation services, specialized instruction, related services, transition services, and compliance support. Staffing will scale with the number and needs of enrolled SWDs to ensure all IEP services and minutes are delivered by appropriately qualified personnel.

EPC.14.2 LCTCC clarifies that the Director of Academics, SPED & Federal Programs is responsible for monitoring SWD identification and outcome data for disproportionality, over-identification, and under-identification and for initiating corrective action when concerns are identified. In coordination with the Director of Testing, Accountability & Enrollment, data will

be disaggregated by subgroup and compared with school, regional, and statewide patterns. When disproportionality is identified, the Director of Academics, SPED & Federal Programs will lead the root-cause analysis and Child Find/screening audit; direct improvements to Tier 1, EL, and intervention practices; assign targeted professional development; and monitor implementation. Pod Principals and qualified special education personnel will implement site-level corrective actions, and progress and outcomes will be reported to the Executive Director and Governing Board and, when required, LDOE.

EPC.14.3 LCTCS will make qualified English Language Acquisition/ESL instructional personnel within its existing WorkReady U network available to support LCTCC English Learners as an in-kind component of the corporate partnership and shared-services arrangement. LCTCC will supplement this existing capacity with $30,000 annually in Year 1 funding for secondary ELD curriculum, additional instructional hours or contracted qualified EL personnel when needed, ILP development and monitoring, assessment support, professional development, and language-access services. EL instructional capacity will scale based on actual enrollment and proficiency levels. The funds for this support will come from the “Dedicated Tutoring/Instructional Support” area of the Shared Service Fee Schedule. This reallocation does not increase the $7,000-per-student shared-services fee or the total Year 1 budget.

EPC.14.4 LCTCC clarifies that the Director of Academics, SPED & Federal Programs is responsible for monitoring English Learner identification, service, progress, and reclassification data and for initiating corrective action when disproportionality, over-identification, under-identification, or inaccurate classification is identified. The Director of Testing, Accountability & Enrollment will support subgroup data analysis and state reporting. The Director of Academics, SPED & Federal Programs will lead the root-cause analysis; audit EL screening, identification, service, and reclassification decisions; direct adjustments to the ELD service model and instructional supports; and assign targeted professional development. Qualified EL instructional personnel and Pod Principals will implement site-level corrective actions. Results will be monitored by the Director of Academics, SPED & Federal Programs and reported to the Executive Director, Governing Board, and LDOE as required.

EPC.14.5 LCTCC clarifies that students requiring foundational literacy intervention will use LDOE’s Literacy Interventions and Foundational Tools (LIFT) resources, including targeted foundational-skills activities and LDOE’s Decoding Multisyllabic Words, while continuing grade-level instruction through Louisiana ELA Guidebooks. Students requiring numeracy intervention will use LDOE Accelerate Math resources aligned to Algebra I and Geometry and integrated with LCTCC’s adopted Savvas enVision mathematics curriculum. TABE diagnostic results and course-performance data will identify specific skill gaps and determine the intervention materials assigned within each student’s Academic Completion Plan. Progress will be monitored through the existing fixed-cycle ACP and early-alert process, with intervention intensity and materials adjusted based on student response.

EPC.14.6 LCTCC clarifies that the Director of Academics, SPED & Federal Programs and the Director of Student Success jointly oversee corrective action when data indicate disproportionate academic progress among student subgroups. The Director of Student Success will lead subgroup progress monitoring and identify disparities through weekly review of ACP, attendance, engagement, and course-performance data. When a subgroup is progressing below the overall cohort, the Director of Academics, SPED & Federal Programs will lead the root-cause analysis and direct adjustments to instructional materials, intervention intensity, pacing, and targeted professional development. Success Navigators and Learning Support Specialists will

implement individualized and small-group interventions, with Pod Principals monitoring site-level implementation. Progress will be reviewed on an ongoing basis by both directors until the disparity is resolved, with results reported to the Executive Director and Governing Board.

EPC.15.1 LCTCC clarifies two staffing elements of its discipline and behavior-support model. First, the reference to licensed professional counselors at a 250:1 ratio was intended to describe access to behavioral-health support and is revised to reflect LCTCC's actual model. Mental-health counseling and crisis-intervention services will be accessed through contracted providers and existing LCTCS campus staff, with Success Navigators coordinating referrals and the Director of Student Success monitoring service access and follow-through. The Shared-Service Fee Schedule/MOU will expressly identify these services within the in-kind student-support infrastructure. Second, each student's Success Navigator will serve as the student's advisor. Advisory will be delivered in scheduled small groups during campus rotations and will reinforce PBIS expectations, restorative norms, social-emotional/employability skills, academic progress, and college/career planning. The Director of Student Success will establish the advisory scope and sequence, with Pod Principals monitoring implementation.

EPC.15.2 LCTCC clarifies the personnel responsible for the behavioral and mental-health interventions identified in its discipline framework. Functional behavioral assessments and behavior intervention plans will be conducted and developed with appropriately qualified behavioral/special education personnel provided or arranged through the LCTCS Shared-Service Agreement. The existing $200,000 Year 1 Special Education and Related Services allocation will be clarified to expressly include qualified behavioral assessment and intervention services, including FBA/BIP development and consultation. For counseling and mental-health interventions not arising from an IEP or Section 504 plan, LCTCC students will access existing LCTCS campus and contracted mental-health providers as an in-kind student-support service. Success Navigators will coordinate and track referrals, with the Director of Student Success responsible for monitoring access and follow-through.

EPC.15.5 LCTCC clarifies the staffing plan for its on-campus reflection and re-engagement setting. Each pod includes three budgeted Learning Support Specialists who provide the school’s in-person academic intervention and student-support layer. When the alternate setting is in use, one Learning Support Specialist will be assigned on a rotating basis as the trained adult supervisor; when no student is assigned, that staff member will resume regular intervention duties. The Pod Principal will oversee placement, safety, documentation, and return-to-program decisions, while the student’s Success Navigator will participate in restorative re-entry and follow-up. Students will continue assigned coursework and receive academic support during placement. For students with disabilities, required IEP/Section 504 services will continue through appropriately qualified personnel.

OPC.17.1 LCTCC clarifies two inconsistencies in the supplemental documents. First, “Pod Administrator” was a drafting inconsistency and does not identify a separate or additional position. The position is the Pod Principal identified in the application, job descriptions, organizational structure, and budget. LCTCC will employ one Pod Principal per active campus pod; each Pod Principal reports to the Executive Director and supervises the Campus Coordinator and Learning Support Specialists, while serving as the on-site administrative contact for Success Navigators. The Staffing and Management document will be revised accordingly and the 1:250 reference removed. Second, facilities and utilities are donated by LCTCS as an in-kind corporate-partner contribution and are not part of the $7,000-per-student shared-services fee. The $0 facilities line will therefore be removed from the Shared-Service Fee Schedule, which will

expressly state that no facility or building-use fee is charged to LCTCC. Facility access and operational responsibilities will instead be documented in the corporate-partnership agreement and campus-specific facilities addenda.

OPC.18.1 LCTCC clarifies that LCTCS's role as employer of instructional faculty does not limit LCTCC's authority over the quality or outcomes of instruction delivered to LCTCC students. LCTCS retains personnel supervision and employment evaluation of its faculty, while LCTCC retains academic and performance oversight, including authority to establish instructional, assessment, intervention, and student-performance expectations; review faculty qualifications, course assignments, syllabi, and materials for Louisiana standards alignment; observe instruction; and monitor attendance, course performance, assessment results, and credential attainment. When instruction does not meet applicable academic, legal, or contractual standards, LCTCC may require corrective action, an instructional improvement plan, or reassignment/replacement of the instructor through LCTCS. LCTCS will provide monthly performance data and participate in quarterly performance reviews with LCTCC leadership. Thus, LCTCS evaluates faculty as employees, while LCTCC directs and evaluates the instructional services for which the charter school remains accountable.

OPC.21.1 LCTCC clarifies that instructional substitute coverage is provided through LCTCS rather than through separately employed LCTCC substitute teachers. LCTCS will maintain a pool of qualified faculty, adjuncts, and other appropriately credentialed instructional personnel available for temporary or extended coverage, reassignment, planned leave, and faculty vacancies. The delivering college will assign qualified coverage so that instructional services continue without interruption, with LCTCC retaining authority to review qualifications and require appropriate replacement. This capacity is funded within the existing $90,000 Instructional Capacity Reserve in the Shared-Service Fee Schedule, which expressly supports adjunct and substitute coverage; therefore, no separate LCTCC substitute-teacher or aide expenditure is required. LCTCC's own non-instructional positions will continue to be covered through the cross-coverage, caseload redistribution, and succession procedures described in the application.

OPC.25.1 LCTCC acknowledges that the OPC.25 organizational-goals table inadvertently omitted the out-of-school suspension rate referenced elsewhere in the application. The table is amended to include the following annual targets: Year 1 ≤10.1%, Year 2 ≤9.0%, Year 3 ≤8.0%, Year 4 ≤7.0%, and Year 5 ≤6.0%. Suspension data will be monitored through the OPC.26 performance dashboard and disaggregated by subgroup consistent with the discipline-monitoring process described in EPC.15. All other OPC.25 goals remain unchanged.

OPC.28.1 LCTCC clarifies its payroll policies and procedures. The LCTCS Foundation will support pre-opening financial planning, including development and monitoring of startup budgets and financial data; however, the LCTCC Governing Board will retain financial oversight and approval authority for the charter school. A third-party accounting service will maintain accounting records, prepare monthly financial statements and budget-to-actual reports, process approved invoices, and initially administer payroll and payroll-tax payments. Payroll for LCTCC employees will be administered through the contracted back-office provider, O'Brien Services, LLC, under the oversight of the Director of Operations and Executive Director. Each employee must have an approved offer letter or personnel-action document establishing position, salary or hourly rate, funding source, and effective date before being entered into payroll. Non-exempt employees will submit time records and leave documentation approved by their supervisor; exempt employees and all salary, stipend, supplemental-pay, leave, and personnel-status changes

will require documented authorization before processing. Prior to each payroll, O'Brien Services will prepare a preliminary payroll register for review by the Director of Operations, who will reconcile employees, compensation, benefits, deductions, and approved changes to supporting personnel records; the Executive Director will provide final authorization before payroll is released. O'Brien Services will process payroll, tax withholdings, benefit deductions and remittances, and required payroll reporting, with post-payroll reconciliation performed each cycle. No individual may both initiate and finally approve his or her own compensation or payroll change, and payroll records and approvals will be retained for audit. LCTCS instructional faculty remain employees of LCTCS and are paid through the applicable LCTCS payroll system rather than LCTCC payroll.

OPC.28.2 LCTCC clarifies that LCTCS financial policies will serve only as a starting framework and will not be adopted without modification. The LCTCS Foundation may provide startup planning support, but the LCTCC Governing Board retains fiduciary responsibility and approval authority. Prior to opening, the Governing Board will adopt an LCTCC-specific fiscal policies and procedures manual, reviewed by the Director of Operations, contracted back-office provider, legal counsel, and Finance Committee. The manual will retain appropriate LCTCS controls while incorporating requirements applicable specifically to a Louisiana public charter school, including Bulletin 1929/LAUGH accounting and reporting requirements, LDOE charter budget and periodic financial-reporting requirements, Louisiana Legislative Auditor audit and compliance requirements, MFP enrollment and revenue reconciliation, federal grant allowability and documentation, applicable procurement requirements, conflicts of interest and related-party transactions, payroll controls, and board approval of budgets and material amendments. LCTCC will remain responsible for compliance and maintenance of the school's books and records. The Finance Committee will review the policies annually and recommend revisions when laws, LDOE requirements, audit findings, or school operations change.

FPC.33.1 LCTCC clarifies that the approximately 45,700-student figure was broad statewide context and will not serve as the basis for recruitment; dual-enrollment and homeschool students are removed from the defined target market. Recruitment will focus on ages 16–21 who are over-age and under-credited, have withdrawn or dropped out, are enrolled in adult education/equivalency programs, or are at substantial risk of leaving high school without a diploma. Importantly, this population already exists within the LCTCS pipeline: in 2024–25, approximately 7,920 LCTCS adult-education students were ages 16–21, including approximately 3,700 ages 16–17—nearly 16 times LCTCC's Year 1 target of 500. Year 1 outreach will focus on the Capital Region through BRCC/WorkReady U, district counselors and dropout-recovery personnel, CTE/Jump Start coordinators, workforce partners, and community organizations.

FPC.34.1 LCTCC clarifies that the five-year budget used the East Baton Rouge Parish per-pupil funding rate throughout because reliable parish-level enrollment distributions for future pods were not available when the model was developed. This represents a conservative planning assumption because the East Baton Rouge funding rate is below the statewide average and therefore is more likely to understate than overstate revenues as the school expands statewide. The projected enrollment trajectory reflects the planned growth model and is contingent upon demonstrated demand and activation of additional pods. As actual student residence data become available, LCTCC will update annual revenue projections using the applicable LDOE funding calculations for enrolled students.

FPC.34.2 LCTCC clarifies that its financial model will be revised to ensure all essential services are adequately funded throughout the charter term. Meals are expected to be provided and are

budgeted for students on required in-person instructional days at their assigned LCTCS campus. LCTCC does not assume a legal requirement or NSLP reimbursement for home-delivered meals on regularly scheduled remote-learning days, while Success Navigators will connect students experiencing food insecurity with available community and public-benefit resources. The five-year model will be revised to incorporate reasonable salary growth and inflationary adjustments. The existing $400-per-student special education allocation will expressly fund appropriately certified special education personnel, evaluations, specially designed instruction, related services, transition, and compliance; Learning Support Specialists will not be treated as special education teachers unless appropriately credentialed. A distinct $60-per-student EL/ELD allocation will fund qualified EL services, curriculum, assessment, progress monitoring, professional development, and language access within the existing $7,000 shared-services fee. Finally, “Pod Administrator at approximately 1:250” was a drafting inconsistency and will be removed; the correct model is one Pod Principal per active pod, as reflected in the staffing plan and budget.

FPC.34.3 LCTCC clarifies that the submitted financial model already produces positive annual operating results and positive fund balances while using the conservative East Baton Rouge per-pupil revenue assumption described above. The model will be revised to incorporate reasonable salary growth, inflationary adjustments, required health-screening costs, clarified staffing assumptions, and other operating adjustments identified through the review process. Financial review indicates that these adjustments are manageable within the surplus already generated by the submitted model and can be incorporated while maintaining positive operating results. LCTCC will continue to update and monitor the financial model as enrollment, student residence, staffing, and actual operating costs become known.

FPC.37.2 Consistent with LCTCC’s clarifications in EPC.14.1, EPC.14.3, EPC.15.1/15.2, and FPC.34.2, Learning Support Specialists are campus-based intervention and student-support personnel and will not be relied upon as certified special education teachers, EL teachers, counselors, or licensed related-service providers unless individually qualified for those services. Qualified special education teachers, pupil-appraisal personnel, and related-service providers will be recruited or contracted through LCTCS and funded through the existing $400-per-student Special Education and Related Services allocation ($200,000 in Year 1), which expressly supports IEP development, specially designed instruction, evaluation, related services, behavioral supports, transition, and compliance. EL/ELD services are separately supported through the previously identified $60-per-student allocation, while general counseling and behavioral-health services will be provided through licensed LCTCS campus or contracted providers and expressly identified within the shared-services schedule. LCTCC will recruit these professionals statewide through LCTCS HR, educator and counselor pipelines, and university partners, with required credentials and background checks verified before assignment. Success Navigators and Learning Support Specialists remain fully funded as LCTCC in-person support staff, while all services requiring professional certification or licensure are separately identified, funded, and scaled with student need and enrollment.

VOA.3.4 LCTCC clarifies that required health screenings will be provided through a qualified contracted school nurse or other authorized health-screening provider and funded through the revised operating budget. The school will ensure sufficient resources are allocated to provide all required screenings, documentation, family notification, referral, and follow-up services as additional pods are activated.

2026 Louisiana Department of Education Charter Application Review
New Operator Executive Summary

Name of Applicant: Louisiana Community and Technical College Charter School (LCTCC)

Final Recommendation

Non-Profit Information			
Non-Profit	Louisiana Community and Technical College Charter School	**Education Service Provider (ESP)**	Not applicable
		# of schools operated by ESP	Not applicable
School Information			
School	Louisiana Community and Technical College Charter School	**Parish**	East Baton Rouge Parish
Type	Type 2	**Parishes Served**	Statewide
Operator Track	New Operator	**Year Opening**	SY 2027-28
Grade Configuration at Start	9-12	**Grade Configuration at Scale**	9-12
Enrollment at Start	500	**Enrollment at Scale**	5000 (Year 5) 7500 (At Full Capacity)

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Founding Team Capacity		
Educational Program and Capacity		
School Establishment		
Academic Plan		
Academic Goals		
Assessments		
Diverse Learners and Student Supports		
Behavior Management		

Application Sections and Subsections	# Possible	# Met
Parent and Community Engagement		
Organizational Plan and Capacity		
Staffing		
School Leadership Team Capacity		
Charter Board Governance		
Financial Plan and Capacity		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Financial Plan		
High School Addendum (If Applicable)		
High School		
Corporate Partnerships Addendum (If Applicable)		
Corporate Partnership		
Educational Services Provider (ESP) Addendum (If Applicable)		
Educational Service Provider		
Virtual Operator Addendum (If Applicable)		
Virtual Operator		

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ES.1	**Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should: a. Identify the students and community to be served; b. Illustrate what success will look like; and c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).	ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a clear mission statement that defines the school's fundamental purpose, re-engaging over-age and under-credited students and accelerating their progress toward a high school diploma, industry-based credentials, and college credit. The group also connects that purpose to the objectives of state charter school law (Louisiana R.S. 17:3972), including improving pupil learning, increasing learning opportunities and access to quality education, and encouraging innovative teaching methods and educational models.
		ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a vision statement distinct from the mission that describes how the school will operate, governed by an independent nonprofit board and opening at Baton Rouge Community College before scaling across the Louisiana Community and Technical College System (LCTCS) campus network to a statewide school of 5,000 students by Year 5, and the long-term impacts it will achieve, including graduating students with diplomas,

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			credentials, and college credit through a replicable, fiscally sustainable re-engagement model.
ES.2	**Anticipated Student Population and Educational Need.** a. Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve. b. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes the student population the school seeks to serve, namely over-age and under-credited students between the ages of 16 and 21 who have left high school or are at risk of leaving without a diploma. This description is supported by enrollment and dropout counts and a statement of the population's defining educational needs. The school's opening site is identified by physical address at Baton Rouge Community College (BRCC) in East Baton Rouge (EBR) Parish, with a statewide enrollment jurisdiction that aligns with the Overview Template.
		ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group clearly articulates three key challenges facing the intended student population, supported by statewide dropout counts, adult education enrollment and funding figures, and regional wage data. These challenges include students leaving the K–12 system without a diploma, limited

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			access to credential-bearing seats for career-oriented students, and non-academic barriers that interrupt education (e.g., food, transportation, childcare, mental health, and finances). The applicant group also notes challenges specific to parishes the school intends to serve, including EBR, Bossier, Caddo, Orleans, and Jefferson. The applicant group pairs each challenge with an intended school response.
ES.3	**Education Plan.** Provide an overview of the education program of the proposed school, including major instructional methods. a. Specify the grade levels to be served each year for the full term of the contract; b. Provide the minimum and maximum enrollment per grade level per year for the term of the contract; c. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population; d. If virtual, please see the addendum for additional questions.	ES.3.1 The applicant group provides a concise overview of the proposed educational program.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a concise overview of the proposed educational program, a high school for over-age and under-credited students, in which each student works simultaneously toward a diploma, Jump Start 2.0 industry-based credentials, and dual enrollment credit. Instruction is delivered through a hybrid model that combines in-person instruction and labs in the learning pods with asynchronous online coursework through the learning management system. Other major instructional methods include embedded technical instruction in college labs, an intensive Success Navigator coaching relationship that manages each student's plan, flexible rotating schedules, and

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pathways aligned with employer demand.
		ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group projects enrollment by grade level for each year of the contract term, serving grades 9 through 12 each year, and the applicant group states that minimum enrollment is 85 percent of budgeted enrollment. The projections match the Overview Template, rising from 500 students in Year 1 to 5,000 in Year 5. The narrative presents minimum and budgeted enrollment, with maximum enrollment provided in the Overview Template.
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a rationale for serving the identified student population, presenting a statewide need through annual dropout counts in grades 9 through 12, the number of students ages 16 to 21 already working toward an equivalency credential in the partner system's adult education programs, and the share of Louisianans ages 16 to 24 disconnected from both school and work. They connect that need to the program by designing the school for

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			students the existing system is straining to retain or has already lost, and they ground the enrollment structure in the population the partner system serves today, with grade levels mirroring the credit-level distribution of current adult education students.
ES.4	**Impact.** Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes how the proposed program will improve student outcomes and identifies three intended exits, including an industry-based credential and employment; a diploma with college credit; or automatic matriculation into the partner system with the first year of an associate degree completed and credentials stacking so progress is retained when enrollment ends. They link these to academic performance measured under the state accountability framework, including LEAP 2025, the ACT, and the cohort graduation rate, and supplement this with credential, transition, and employment outcomes reported through the Charter School Performance Compact (CSPC).
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. a. Explain how you have taken the feedback from previous evaluations to reflect and	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that they have not previously

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	revise the application. b. Address the deficiencies identified in the most recent evaluation and describe the changes made. c. Describe any changes to board leadership or school leadership since the most recent application.	*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.	submitted a charter application to the Louisiana Department of Education or to any local school district.

Founding Team Capacity			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.
FTC.2	Does school leadership demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	☐ Meets ☐ Does Not Meet • This standard is evaluated through the capacity interview.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.6	Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population. a. Provide the applicant's rationale for selecting the community; b. Performance of local schools in the community that serve a similar student population; c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and d. Explanations of any partnerships or contractual relationships central to the school's operations or mission.	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a rationale for selecting EBR as the launch community, grounded in EBR demographic and educational needs data, including poverty and enrollment composition, a cohort graduation rate below the state average, dropout and youth disconnection counts, and the number of students ages 16 to 21 already pursuing an equivalency credential, all connected to the host campus infrastructure and regional labor market demand.
		EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group compares the options currently serving the intended population in the EBR launch community: the comprehensive high schools that enroll most of these students, describing a C-rated district in which more than 40% of students attend D- or F-rated schools and naming three high-poverty high schools with F letter grades, single-digit mastery rates, and recent declines in core subjects; the district's alternative and reengagement placements, characterized as oriented toward short-

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			term behavioral placement or limited in scale; a dropout-recovery charter serving the population directly but with hundreds of seats against a need measured in thousands and without an embedded postsecondary pathway; and adult education, which re-engages students later at a fraction of K–12 funding and issues an equivalency credential rather than a diploma.
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the partnerships central to the school's operations and mission and describes the purpose of each: the LCTCS as a corporate partner providing campus facilities and utilities, operational support, learning-pod instruction and course delivery, technology systems, and portions of student services; Baton Rouge Community College as the Year 1 host site providing classroom and lab space, a secure testing center, technical faculty, and dual-enrollment seats; the system's colleges as dual-enrollment and Jump Start pathway providers; and employers and workforce partners, including Louisiana Works, whose letter of support is provided in Appendix 1. In a Shared-Service Fee Schedule, the applicant group itemizes the services

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			LCTCS will provide, including the pricing methodology for each and projections for all five years.
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; and d. Percentage of homeless students.	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	☐ Meets ☒ Does Not Meet • In application narrative, the applicant group commits to enrolling at least 70% economically disadvantaged students and at least 10.2% students with disabilities, meeting the statewide enrollment requirements, and provides projected rates for racial composition, English Learner, and homeless percentages. However, these projections are based on EBR Parish enrollment and partner-system data, and the applicant group proposes to serve multiple communities across the state over the contract term without projecting the anticipated population for the regions where the school plans to expand in Years 2 through 5. • In the seven-page response, the applicant group provides regional data for each of the 12 LCTCS college service areas, including the percentages of economically disadvantaged students and students with disabilities. However, they do not provide projected racial composition, English Learner, or homeless student percentages for the expansion regions.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.8	Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school. a. Description of the stakeholders engaged; b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.	EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence that a range of stakeholders were engaged in developing the application, including community and technical college chancellors, through planning consultations and letters of support from all 12 colleges; elected and appointed public officials, including the Governor and the Secretary of Louisiana Works; workforce and economic development partners; and current and former adult education students representing the population the school will serve. Parent and caregiver engagement is documented through structured community listening sessions held in EBR at evenings and weekends and through the community needs survey, in which nine parent and caregiver respondents identified what they most want from the school.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.	☒ Meets ☐ Does Not Meet • In the School Establishment section of the application narrative, the applicant group outlines five strategies for gathering community input: structured listening sessions with parents, caregivers, and students; a community needs survey distributed through adult education, WorkReady U, high school equivalency programs, and employer networks; one-on-one consultations with CTE coordinators, Jump Start counselors, and principals; employer and workforce roundtables; and briefings for state officials and system partners. They present evidence that this input influenced the application, reporting 72 survey responses so far, noting that 75% of respondents had left high school before graduating. They also identify two design changes based on that input, age-banded scheduling within learning pods, and the addition of childcare navigation to wraparound supports, along with career-interest data that helped determine pathway choices.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey	☒ Meets ☐ Does Not Meet • In Appendix 1 of the application, the applicant group provides documentation demonstrating community support, including letters from the Governor of

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.	results) must include evidence of parent/caregiver support.	Louisiana, the Secretary of Louisiana Works, the Louisiana Association of Business and Industry, Leaders for a Better Louisiana, the corporate partner and its foundation, and the chancellors of all 12 system colleges, along with a results report from the community needs survey. Evidence of parent and caregiver support is also included in the community needs survey, in which nine parent and caregiver respondents indicated they would be very likely to support or encourage a young person to enroll and identified a safe and welcoming environment, job skills and credentials, support services, and a staff member who keeps track of their child as what they most want from the school.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.9	Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including: a. The key design elements that reflect the school's mission and vision; and b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success	EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school's mission and vision.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a clear overview of the proposed school model and its key design elements, which together describe how students learn (a hybrid of on-campus and online instruction delivered primarily through dual enrollment on college campuses), how they progress (competency-based advancement through three phases aligned with credit attainment rather than age-grade placement), and how they are supported (an intensive Success Navigator caseload model, wraparound services on existing system infrastructure, and credential stacking with automatic college matriculation). Each element explicitly connects to the mission of re-engaging over-age and under-credited students, and the progression aligns with the academic plan and maps to the state's credit, grade-designation, and assessment requirements.
		EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: A track record of success with similar student populations (proven models) OR	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence for most of the model: the Integrated Education and

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).	Training instructional approach is supported by What Works Clearinghouse and Community College Research Center findings; each core design component has a validated national analog with similar student populations (Gateway to College, the Excel Center, North Carolina's Cooperative Innovative High Schools, and P-TECH, with the latter two supported by randomized studies); and the corporate partner's adult education outcomes with the comparable population reinforce the case. However, the applicant group does not provide evidence demonstrating a strong likelihood of success for the hybrid and virtual delivery mode itself with this student population: the delivery-mode research they cite is cautionary rather than affirmative, and the validated models are campus-based programs. • In the seven-page response, the applicant group presents outcome evidence from comparable blended dropout-recovery models serving students ages 16 to 24 who have left school or fallen off track (e.g., SIATech, Magic Johnson Bridgescape, Polk County Dropout Retrieval), each combining online or self-paced instruction with in-person support and reporting graduation or completion rates between 64 and 80 percent.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.10	In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students. a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards. b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics. c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).	EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the core curriculum for each foundational course, including the ELA Guidebooks for English I and II, enVision Algebra I and Geometry, OpenSciEd Biology, and OpenSciEd Chemistry, for University Diploma students who do not meet the expectation through dual enrollment. They also identify Earth Science on the Career pathway and the social studies courses aligned with the Louisiana Student Standards, as well as dual enrollment coursework on the TOPS University and TOPS Tech approved lists for the upper-level Carnegie units. They provide evidence that the catalog meets grade progression and graduation requirements by mapping it to both diploma pathways, distinguishing the Career Diploma and Jump Start sequence, including the Applied Geometry I substitute available on the Tech path, from the University Diploma sequence, which completes the full Carnegie-unit scope, and by embedding a LEAP preparation component in every course with a corresponding end-of-course assessment.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence that most selected curricula meet the state instructional materials review rubrics' quality indicators. The Tier 1 ratings for the ELA Guidebooks, enVision Algebra I and Geometry, and Activate Learning Certified OpenSciEd Biology are verified in the state tiered review report. For courses with no rated product, including Earth Science, the standards-built social studies courses, Health, Financial Literacy, and physical education, the applicant group documents alignment through the course development process, including a standards-alignment map by domain, text-complexity documentation, rigor indicators mapped to the review criteria, and summative alignment to state assessment task types, with course design led by staff holding Quality Matters certification. However, the applicant group identifies Activate Learning OpenSciEd Chemistry as Tier 1, a rating that cannot be verified: the state tiered review report lists no Activate Learning chemistry submission at any tier, and the Tier 1 rating for OpenSciEd chemistry belongs to the Carolina Certified Version. The applicant group also states that no rated product

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			exists for the social studies courses, while rated products for high school civics and United States history do exist, each rated Tier 3. • In the seven-page response, the applicant group clarifies that they will use LDOE-developed resources (Foundations of Freedom and Land of Liberty) to build standards-based social studies courses, noting that both align with the 2022 Louisiana Student Standards. The group further states that the LDOE instructional materials review designates Activate Learning Certified OpenSciEd Biology and Chemistry as Tier 1, a finding confirmed by the current comprehensive tiered review report.
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group indicates that the school does not have a separate specialized academic focus, and the pathway emphases central to the model are addressed in the High School Addendum.
EPC. 11	Provide a detailed hybrid learning plan that includes the following: a. Circumstances under which this plan would be implemented; b. A plan to acquire and disseminate technology to students; c. A plan to track and monitor attendance in	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	☐ Meets ☐ Does Not Meet • Not applicable. Online delivery is a permanent feature of the model rather than a contingency measure. The elements addressed by this question (e.g., technology acquisition and

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	a virtual setting; d. Identification of the Learning Management System (LMS) to be employed; e. A plan to provide training and technical support on the LMS to staff, families, and students; and f. A plan to communicate with staff, families, and students virtually.		distribution, attendance tracking in a virtual setting, the learning management system, technical support, and virtual communication) are evaluated under the Virtual Operator Addendum.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.12	List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including: a. How the proposed school will establish baseline data; b. A plan for collecting data in accordance with R.S. 17:3911; c. A plan to establish student performance goals; and d. Core components of professional development and how these components will support effective implementation of the educational program.	EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to the expectations outlined in the Charter School Performance Compact, including LEAP 2025, ACT*, and graduation rate*. *as applicable.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group presents a table of measurable academic goals covering LEAP 2025 English and mathematics end-of-course proficiency, ACT composite and WorkKeys, cohort graduation rate, and two internal measures for credit accumulation and industry-based credential attainment. Year 1 establishes baselines, with targets rising annually thereafter, all framed against a population entering multiple years behind. However, the goals omit required areas. Proficiency targets are set only for the English and mathematics end-of-course assessments and do not include science or social studies, even though the applicant group identifies the Biology and Civics end-of-course assessments as required and plans to administer both. • In the seven-page response, the applicant group clarifies that the established LEAP 2025 performance targets apply to all required high school assessments, including Biology and Civics, and the applicant group provides the annual targets for each year of the charter term.

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes collecting and reporting student-level data as a local education agency through the state's information and reporting systems, with role-based access, federal privacy compliance, and subgroup attributes that enable disaggregation. The plan identifies LEAP 2025 and ACT results collected through the state assessment administration and reported per Bulletin 118; attendance and discipline data collected per state reporting requirements; and diagnostic, platform, credential, and dual enrollment data collected on stated cycles.
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the board will adopt the five-year goals with the charter and memorialize them in the Performance Compact executed with BESE. They explain that the executive director will report progress against each measure to the board quarterly, and that the board will conduct a formal annual review each fall, when School Performance Scores and assessment results are released, comparing actual performance against the adopted targets and the

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Performance Compact expectations. The applicant group further describes how those comparisons drive goal setting: when performance exceeds the adopted targets, the board will raise subsequent-year thresholds, and when performance does not meet them, the annual review will require a written improvement response from the executive director specifying the instructional, staffing, or scheduling changes to be made. They note that revisions to adopted goals follow a defined protocol, proposed by the executive director with supporting data, adopted by board vote, and submitted to the authorizer when a material amendment is required.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that professional development will include a component on data analysis and response that covers how staff read Canvas engagement dashboards, interpret formative and competency-map data, trigger and respond to early alerts, and participate in weekly data cycles, delivered at onboarding with an annual refresher. They explain that the school will operationalize this through a weekly data meeting during which success

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			navigators, the pod principal, and the regional director of student success review platform, attendance, and completion indicators (and assign actions), and through an annual program review in which cohort outcomes drive the following year's professional development priorities.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.13	Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should: a. Describe each assessment's purpose, design, format, and rationale for its selection; b. Describe how the school will collect and analyze assessment results; c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards; d. Provide exit standards that clearly set forth what students will know and be able to do; e. Describe how the school will collect and analyze assessment results; and f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.	EPC.13.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the purpose, design, format, and frequency of each assessment: TABE 13/14, with TABE CLAS-E for English learners, administered at enrollment and re-administered annually as the diagnostic informing placement and the competency map; the Canvas formative system, which continuously captures module quizzes, scored performance tasks, and competency checkpoints; and summative measures, including the LEAP 2025 end-of-course assessments, the ACT and ACT WorkKeys, industry-based credential examinations, and dual enrollment course grades. The applicant group also identifies the assessments embedded in the adopted Tier 1 curricula.
		EPC.13.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting academic standards beyond the Louisiana Student Standards.
		EPC.13.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		should be able to meet upon conclusion of grade level/content area.	academic standards beyond the Louisiana Student Standards.
		EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a review cadence that specifies who reviews which data and how often: weekly reviews of formative, early-alert, and attendance indicators by success navigators and the regional director of student success; semester reviews against the credit and competency maps; annual re-administration of the diagnostic; and annual board review of cohort-level summative results.
		EPC.13.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group explains how assessment data will inform programmatic decisions (e.g., rotation schedules and caseloads), curricular decisions (e.g., pacing and pathway mix), and professional development priorities.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.14	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	EPC.14.1 [Students with Disabilities] The plan includes: a. Procedures for the identification of student disabilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group commits to identifying students with disabilities through universal screening at entry and referring them to Pupil Appraisal under Bulletin 1508 within state timelines; to developing and implementing individualized education programs under Bulletin 1530, with service minutes scheduled in each student's rotation and the rotation expanded when required minutes exceed it; to using diagnostic and platform performance data to personalize instruction and set accommodations; and to monitoring progress against measurable program goals at least as often as reporting for students without disabilities. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including evaluations and services delivered by qualified providers. However, the applicant group assigns individualized education program development and specially designed instruction to the learning support specialists, who are budgeted at a salary level consistent with paraprofessional rather than qualified special education staffing, and no qualified special education position appears to be budgeted in any year, so

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			it is not clear that these functions will be carried out by personnel qualified to perform them under Bulletin 1530. • In the seven-page response, the applicant group clarifies that Learning Support Specialists will not develop individualized education programs or deliver specially designed instruction unless appropriately certified, and that certified special education teachers and other qualified personnel under the director of academics, SPED & federal programs will carry out these functions. They state that the Year 1 special education allocation funds certified special education personnel, evaluations, specialized instruction, and related services, and that staffing will scale with the number and needs of enrolled students with disabilities. FPC.34.2 addresses whether the allocation is sufficient to support this staffing.
		EPC.14.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines corrective action addressing both disproportionality and over-identification as well as under-identification, which they identify as the particular risk for this population. They state that identification and outcome data will be disaggregated by subgroup

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			and compared with expected and system-wide rates in both directions. The applicant group explains that if the data indicates disproportionality, the school will conduct a root-cause analysis, audit Child Find and screening practices, strength Tier 1 and English Learner supports so academic or language gaps are not misread as disability, provide targeted professional development, and continue monitoring with reporting to the board and the state. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the director of academics, SPED & federal programs as responsible for monitoring identification and outcome data for disproportionality and leading corrective action, working with the director of testing, accountability & enrollment on subgroup analysis, and coordinating with Pod Principals and qualified special education personnel to implement site-level actions, with results reported to the executive director and the governing board.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.14.3 [English Learners] The plan includes: a. Procedures for the identification of students as English Language Learners (EL Guidebook). b. Service delivery model c. English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support d. Creation and implementation of Individualized Learning Plan (ILP). e. Monitoring student performance in accordance with ILPs	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group describes how English learners are identified using a home language survey and the state English Language Proficiency Screener, in accordance with state timelines and the EL Guidebook. They outline intended supports differentiated by proficiency level and establish an individualized learning plan (ILP) with language and academic goals, monitored through periodic reassessment, the annual English Language Proficiency Test, and state exit criteria. However, the ELD curriculum is not identified; the applicant group commits to adopting one through an instructional materials review process, with candidates still under evaluation. The plan also does not describe the ILP development process, required team members, or parent engagement in creating the plan. Finally, no ELD instructional staff or bilingual personnel appear to be budgeted in any year. The applicant group indicates the school will not build this capacity itself, pointing instead to the corporate partner's adult education English as a Second Language program and the colleges' translation and interpretation services, neither of which establishes capacity to deliver ELD instruction

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			aligned with the state English Learner Guidebook. The supplemental Shared-Service Fee Schedule itemizes the services LCTCS will provide and does not include English learner services. • In the seven-page response, the applicant group states that qualified English Language Acquisition and ESL instructional personnel within the corporate partner's WorkReady U network will be provided in kind to support English Learners, supplemented by an annual allocation for English Language Development curriculum, contracted qualified personnel as needed, individualized learning plan development, professional development, and language access, with these services scaling with enrollment and proficiency levels. The funding for these services is addressed at FPC.34.2. However, the applicant group does not identify the English Language Development curriculum or describe the individualized learning plan development process, required team members, or role of parent engagement in plan creation.
		EPC.14.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action if English Learner identification proves

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disproportionate or inaccurate. They describe disaggregating identification, service, and reclassification data against expected ranges, conducting root-cause analysis, auditing screening and reclassification decisions, adjusting the service delivery model and ELD supports, providing targeted professional development, and monitoring through board and state reporting. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the director of academics, SPED & federal programs as responsible for monitoring English Learner identification, service, progress, and reclassification data and for leading corrective action, with the director of testing, accountability & enrollment supporting subgroup analysis and state reporting, and qualified English Learner instructional personnel and Pod Principals implementing site-level actions.
		EPC.14.5 [Academically Behind] The plan includes: a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group notes that students who are academically behind are the school's central design population, so monitoring

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			these students is the school's core academic architecture. They explain that a diagnostic at enrollment (TABE) establishes each student's starting point, the Academic Completion Plan serves as the intervention plan, and progress is tracked through fixed-cycle reviews of platform early-alert indicators, with immediate Success Navigator outreach when indicators slip and a Pupil Appraisal referral when a student persistently does not respond to intervention. In the supplemental Shared-Service Fee Schedule, the applicant group funds tutoring and instructional support. However, while the applicant group states that students entering with significant gaps in literacy or numeracy begin in a dedicated foundational skills block, the instructional materials are not identified. • In the seven-page response, the applicant group identifies the instructional materials for intervention support: LDOE Literacy Interventions and Foundational Tools resources, including Decoding Multisyllabic Words, for foundational literacy; and LDOE Accelerate Math resources aligned with Algebra I and Geometry for numeracy, both integrated with the adopted core curricula. They state that TABE diagnostic results and course-performance data determine the

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			materials assigned within each student's Academic Completion Plan.
		EPC.14.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action adapted to a school where identification as academically behind is near-universal by design: rather than monitoring identification rates, they monitor whether English Learners, students with disabilities, and students at each entry diagnostic level progress at rates consistent with the full cohort, with disproportionality in progress prompting root-cause analysis, adjustment of materials and pacing, intensified support, targeted professional development, and continued monitoring with board reporting. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the Director of Student Success as responsible for leading subgroup progress monitoring through a weekly review of Academic Completion Plan, attendance, engagement, and course-performance data; the applicant group identifies the director of academics, SPED & federal programs as responsible for leading

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			root-cause analysis and directing adjustments, with Success Navigators and Learning Support Specialists implementing interventions, and Pod Principals monitoring site-level implementation.
		EPC.14.7 [Academically Ahead] *(Only if planning to offer a Gifted/Talented program*) The plan includes: a. Procedures for the identification of student abilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.
		EPC.14.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.15	Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including: a. Describe how the school will communicate its approach and related policies to students and families; b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline; c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings; d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and e. The supervision plan for the alternate setting of suspended/expelled students.	EPC.15.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a discipline approach built on a multi-tiered system of supports and positive behavior interventions and supports (PBIS). Policies are codified in a board-approved student and family handbook provided at enrollment, reviewed at a required orientation, acknowledged in writing, and available in families' home languages, with families notified of the policies at least annually. Ownership of the framework is assigned: the job descriptions in Appendix 4 place the discipline and PBIS framework with the Director of Academics, SPED, and Federal Programs, and on-site administration with the Pod Principal, both included in the budget. However, two elements of the described approach are not staffed: 1) the Tier 1 description includes mental health support from licensed professional counselors at a stated 250:1 ratio, and no counselor position is budgeted in any year; the Shared-Service Fe Schedule lists base advising, library, and disability-access coordination among the student-support services provided in kind and does not include counseling; 2) the advisory structure named as a vehicle for teaching expectations and reinforcing

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			restorative norms is not defined in the application and the applicant group does not identify who will serve as advisors. • In the seven-page response, the applicant group revises the counseling component of its model, stating that mental health counseling and crisis intervention services will be accessed through contracted providers and existing LCTCS campus staff rather than a stated counselor-to-student ratio. Success Navigators will coordinate referrals, and the director of student success will monitor access and follow-through. They further clarify that each student's Success Navigator will serve as the student's advisor, with advisory delivered in scheduled small groups during campus rotations, and that the director of student success will establish the advisory scope and sequence.
		EPC.15.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies specific alternatives to exclusionary discipline, including restorative conferences, community circles, and peer mediation; re-entry and reflection conferences in lieu of out-of-school suspension; educational conversations, coaching, and behavioral contracts; check-in/check-out and mentoring with the success navigator;

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			functional behavioral assessments paired with behavior intervention plans for recurring behaviors; referrals to counseling and mental health services; and structured social-emotional instruction, targeted assignments, supervised loss of privileges, and family problem-solving. Suspension and expulsion are reserved for serious offenses and conduct for which removal is mandated by statute, with no blanket zero-tolerance policy. However, personnel to deliver two of the named alternatives are not established. Functional behavioral assessments and behavior intervention plans require qualified personnel, yet no school psychologist, behavior specialist, or comparable position appears in the Appendix 4 job descriptions or in the budget in any year. The supplemental Shared-Service Fee Schedule includes evaluations among the special education services LCTCS will provide but does not specify whether functional behavioral assessments are among them. Referrals to counseling and mental health services depend on counselors who are likewise not budgeted and are not among the student-support services itemized in the fee schedule. • In the seven-page response, the applicant group clarifies that qualified

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			behavioral and special education personnel will conduct functional behavioral assessments and develop behavior intervention plans under the shared-services agreement, and that the Year 1 special education allocation expressly includes behavioral assessment and intervention services. FPC. 34.2 addresses the sufficiency of the allocation. The applicant group further states that counseling and mental health services not arising from an individualized education program or Section 504 plan will be accessed through LCTCS campuses and contracted providers, with Success Navigators coordinating referrals and the director of student success monitoring follow-through.
		EPC.15.3 The proposed school's plan to protect student rights and the process by which disciplinary actions and proceedings will be handled.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes due-process protections for all students facing discipline and additional protections for students with exceptionalities consistent with federal requirements. Responsibility is assigned to positions in the staffing plan and budget: the Appendix 4 job descriptions place administration of discipline with due process at the pod level with the pod principal and ownership of the discipline framework

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			with the director of academics, special education, and federal programs, who also oversees protections for students with exceptionalities, convenes the individualized education program or 504 team, and provides parents with prior written notice and procedural safeguards.
		EPC.15.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes logging all disciplinary incidents, interventions, and outcomes in a case-management system (Maxient), with data disaggregated by race and ethnicity, disability status, English learner status, gender, economic disadvantage, and age band. They state that school leadership will review the data monthly, that the board will review it on a regular cycle as part of its organizational-goal monitoring, and that subgroup rates will be compared with schoolwide rates and goal thresholds. The applicant group states that when there are indications of disproportionality, including significant disproportionality in the discipline of students with disabilities, the corrective sequence will include root-cause analysis, an audit of how the code of conduct is applied, targeted professional development, including implicit bias

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			training, strengthened Tier 1 practices, expanded prevention programming, and state reporting. The Appendix 4 job descriptions assign ownership of the framework and its case-management platform to the director of academics, special education, and federal programs.
		EPC.15.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group identifies a specific alternate setting that is not the student's home: a supervised on-campus reflection and re-engagement room where students continue assigned coursework, receive support, and complete a restorative re-entry process before returning. Students on out-of-school suspension retain access to coursework; students with disabilities continue to receive free appropriate public education and program services; and expelled students receive coordinated alternative educational services and a transition plan. Site leadership is established, with a pod principal identified in the Appendix 4 job descriptions and budgeted at one per pod. The supplemental Staffing and Management document identifies pod-level positions, including a campus coordinator and learning support specialists for each pod. However,

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			although the applicant group states that the on-campus room will be staffed by a trained adult, no budgeted position is identified for that staffing function. • In the seven-page response, the applicant group clarifies that one of the three budgeted learning support specialists at each pod will be assigned on a rotating basis to supervise the alternate setting when it is in use. The Pod Principal will oversee placement, safety, documentation, and return-to-program decisions, and the student's Success Navigator will participate in restorative re-entry. However, the response does not sufficiently explain how learning support specialists' existing responsibilities (e.g., delivering accommodations to students with disabilities) will be covered while supervising the alternate setting.
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252)	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	☒ Meets ☐ Does Not Meet • In Appendix 2, the applicant group provides a draft school master plan for improving behavior and discipline that addresses each required element: positive behavior support through MTSS built on PBIS with tiered interventions; safe school planning covering a crisis and emergency operations plan, threat assessment, coordination with host campus security and law enforcement,

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			and online safety; parental and community involvement drawing on the family engagement structures described in the narrative; interagency cooperation with a named point of contact for coordination with juvenile justice, behavioral health, and youth-serving agencies; student records maintained under role-based access consistent with federal privacy law, including transfer timelines and required suspension and expulsion notations; and the Families in Need of Services (FINS) process for students under 18 subject to compulsory attendance. The plan closes with a statement of compliance certifying board adoption, alignment with La. R.S. 17:252 and related discipline and due-process provisions, and annual review.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.16	How will the school engage parents/guardians and the community once it's open, including: a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.	EPC.16.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan to build family-school partnerships, anchored in a consistent point of contact with the success navigator, observer access to coursework and progress in the learning management system, and two-way communication by phone, text, email, and in person. Engagement opportunities vary by time, with events scheduled across mornings, evenings, and weekends; by type, ranging from academic conferences and financial aid nights to workshops for families supporting a returning learner and volunteer and advisory roles; and by response option, with in-person, virtual, phone, print, and survey formats available in families' home languages. The applicant group explains that community stakeholders, including employers, workforce partners, host colleges, and youth-serving organizations, will be engaged as advisors on the school's direction in addition to service providers.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.16.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the school will convene a standing design advisory council of students, parents and guardians, employer partners, and host college representatives, meeting at least twice yearly to review priorities, surface concerns, advise on decisions affecting students and families, and report to the executive director with a written summary for the board. They note that the school will administer annual family and student satisfaction and climate surveys, report results to the board, use them to set improvement priorities, and communicate back to families what changed, with the founding community needs survey re-administered annually as a baseline. They further state that the board will hold open, publicly noticed meetings with a standing public comment period, and that a tiered grievance procedure will carry unresolved concerns to the board on appeal.
Appendix 3	Provide a draft Grievance Policy.	Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and	☒ Meets ☐ Does Not Meet • Appendix 3 of the application includes a draft grievance policy that establishes a three-step escalating procedure for students, families, staff, and community

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		response, how decisions can be appealed, and how complaints are escalated to the board.	members. Under the policy, complaints are first raised directly between the parties involved, then submitted in writing to the pod principal or, if the concern involves the pod principal, to the regional director of academics, special education, and federal programs. The policy sets responsible parties and timelines at each step: the Pod Principal convenes the affected parties within 48 hours. Unresolved matters may be submitted in writing to the board. The board chair or designee confirms that the prior steps were followed before the complaint is added to the agenda. The board then investigates and facilitates a resolution within seven days, and its decisions are final. The policy also routes criminal matters to the proper authorities and suspension and expulsion matters to the school master plan for improving behavior and discipline and to applicable state law.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.17	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.17.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines the roles and responsibilities of the charter board, the executive director, the regional leadership team of four directors, the pod-level team (comprised of the pod principal, campus coordinator, learning support specialists, and success navigators), and the contracted back-office financial services provider, including reporting lines. In the supplemental Staffing and Management document, the applicant group describes the corporate partner's role, stating that LCTCS employs, supervises, and evaluates all course instructors; that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment; and that special education compliance is shared. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services LCTCS will provide, including instructional delivery, administration of the learning management and enterprise systems, special education and related services, credential examinations, testing-center proctoring, tutoring, lab consumables, and facilities. However, the supplemental Staffing and Management

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			document describes the pod-level leadership role differently from the application, identifying a Pod Administrator at approximately one per 250 students, without reference to the Pod Principal the application identifies as leading each pod, and without indicating whether the position renames, replaces, or supplements that role. Further, the Shared-Service Fee Schedule refers to facilities. While the schedule indicates facility fees are in kind/included and are charged at a rate of $0, a line-item referencing facilities in the Shared-Service Fee Schedule is in conflict with the proposed corporate partnership, which is based on donating facility space to the school. • In the seven-page response, the applicant group clarifies that the reference to a Pod Administrator was a drafting error and does not denote a separate position. They confirm one Pod Principal per active pod, reporting to the executive director and supervising the Campus Coordinator and learning support specialists, consistent with the application, job descriptions, and budget. They also state that the Staffing and Management document will be revised to remove the 1:250 reference.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.17.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.
OPC.18	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.18.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a reporting structure in which the executive director reports to the board; the four regional directors report to the executive director; the pod principals report to the director of academics, special education, and federal programs; and the campus coordinator and learning support specialists report to the pod principal, with success navigators reporting to the director of student success and the pod principal serving as their on-site contact. In the Staffing and Management document, the applicant group states that all course instructors are employed, supervised, and evaluated by LCTCS, and that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment. The applicant group provides a rationale explaining that the structure gives the board a single point of accountability in the executive director, keeps partner-delivered services as a contracted relationship

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			rather than a governance one under board-approved agreements, and allows growth to add campuses without adding management layers. However, the applicant group does not demonstrate that these lines of accountability support the school model, as the school is accountable for academic outcomes produced by instructors it does not supervise, and the rationale does not address how the school will direct or evaluate that instruction. • In the seven-page response, the applicant group clarifies the division of authority between the corporate partner and the school, stating that LCTCS retains personnel supervision and employment evaluation of its faculty, while LCTCC retains academic and performance oversight, including authority to set instructional and student-performance expectations, review faculty qualifications and materials, and observe instruction.
OPC.19	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.19.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding pupil to teacher ratios for charters.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.20	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.20.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines procedures for recruitment, including posted job descriptions that state required credentials; structured selection with credential verification and reference checks; offers contingent on a satisfactory background check; progressive discipline; dismissal for cause with due process; and non-discrimination throughout. They extend background check requirements to third-party contracted staff and to partner personnel assigned to the school's students. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS.
OPC.21	Explain how the school intends to handle teacher changes/turnover.	OPC.21.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes plans to cover its own positions by redistributing success navigator caseloads within the stated ratio while a vacancy is posted and filled; a written succession and cross-coverage plan designating an acting owner for each leadership function, with an approved coverage plan required before extended leave; and cross-training with rotating coverage among

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the campus coordinator and learning support specialists. In the Staffing and Management document, the applicant group states that when an instructor changes, the delivering college reassigns a qualified faculty member under its own staffing procedures. However, the applicant group does not describe a substitute pool or designated coverage staff, and the substitute teacher and aide lines in the overview template carry no budgeted amounts in any year. • In the seven-page response, the applicant group clarifies that instructional substitute coverage is provided through LCTCS, which maintains a pool of qualified faculty, adjunct, and credentialed instructional personnel available for temporary and extended coverage, planned leave, and vacancies, with the delivering college assigning coverage and LCTCC retaining authority to review qualifications. They state that this capacity is funded within the existing Instructional Capacity Reserve in the Shared-Service Fee Schedule, so no separate substitute-teacher expenditure appears in the school's budget.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader has previous experience that indicates capacity to lead the school and improve student outcomes.	☒ Meets ☐ Does Not Meet In Appendix 4, the applicant group identifies Dr. Michelle Clayton as the founding executive director and highlight her 25+ years of educational leadership. They note Dr. Clayton's service as superintendent of University View Academy, the largest online charter school in Louisiana; as deputy superintendent of the East Baton Rouge Parish School System; and as executive director of academics for Zachary Community School District during its rise to the state's top ranking. The applicant group links Dr. Clayton's experience to outcomes, noting that under her leadership, University View Academy led the state in the percentage of high school students earning associate degrees. They further identify her school superintendent certification, Quality Matters certification in online course design, and prior service as the state accountability lead who developed Louisiana's first School Performance Score calculator.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the academic, operational and/or financial functions of a given organization. If not identified, the provided job description requires experience in a role that holds a high level of responsibility and accountability for the academic, operational and/or financial functions for a given organization.	☒ Meets ☐ Does Not Meet • In Appendix 4, the applicant group identifies one member of the leadership team (the executive director, described above) and provides job descriptions for the four remaining regional director positions and the pod principal. Each job description requires prior experience with a high level of responsibility and accountability for academic, operational, or financial functions, specifying leadership-level rather than entry-level qualifications. These include master's degrees and five years of leadership experience for the academic and site leadership roles, and three to five years of operations, financial management, or accountability experience for the remaining positions.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.22	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.22.1 The applicant describes board member's described role on the board and area of expertise for school governance.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster that describes each member's role, major responsibilities, and areas of expertise across academics, finance, legal issues, management and operations, and community relations, and the roster identifies which members are independent of the corporate partner. The roster is consistent with the resumes provided in Appendix 5, which are supplied for each of the five seated members.
		OPC.22.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster listing each member's role, major responsibilities, and areas of expertise: W. Chandler LeBoeuf as board chair with academic and workforce oversight, bringing higher education, leadership, and community relations expertise; Richard Nelson as board treasurer and Finance Committee member, bringing statewide public governance, finance, and legal expertise; Tommy Screen as board secretary and Governance Committee member, bringing legal, operations, and government relations expertise; Shep Buckman on the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Finance Committee with a pending treasurer nomination, bringing finance and asset management expertise; and Adam Knapp overseeing employer partnerships and pathway alignment, bringing workforce and economic development expertise. The applicant group identifies the first three as the directors appointed by the corporate partner under the bylaws, holding the positions of system president, executive vice president, and general counsel, and identifies Buckman and Knapp as independent members. The roster aligns with the resumes provided in Appendix 5.
		OPC.22.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies five confirmed board members, meeting the minimum for a Type 2 charter, and the applicant group provides resumes for each in Appendix 5. They state that the bylaws set the board at seven directors and that the two remaining seats will be filled by independent members.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	☒ Meets ☐ Does Not Meet • In Appendix 5 of the application, the applicant group provides a resume for each of the five seated board members,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			along with a summary identifying each member's current position, education and credentials, and the expertise they bring to the board.
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding residency requirements for governing board members of Type 2 charters.
OPC.23	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC.23.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides an accounting of the relationships that could pose actual or perceived conflicts. They disclose that three board members hold senior positions with the corporate partner (LCTCS), identifying the partner's president (serving as board treasurer), its executive vice president (serving as board chair), and its general counsel (serving as the school's registered agent), and they identify LCTCS as the school's corporate sponsor, shared services provider, and host of the launch site. The applicant group attaches a 2019 Louisiana Board of Ethics opinion addressing a similar governance arrangement and states that no board

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			member has any undisclosed financial, familial, or contractual relationship that would pose an actual conflict.
		OPC.23.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes an operational process for identifying and managing conflicts: annual written disclosures are screened against every board and committee agenda by the governance and nominating committee; interested members recuse themselves from discussion and vote, with approval only by a majority of disinterested directors; partner transactions are periodically reviewed for arm's-length reasonableness; annual ethics training is provided; and failure to disclose is subject to discipline. They further commit to obtaining a board of ethics advisory opinion before executing any agreement with the corporate partner and identify a pending nomination that would move the treasurer role to an independent director.
		OPC.23.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.24	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.24.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group demonstrates an understanding that the board serves as a governing body rather than the entity executing daily operations. The applicant group states that the board holds fiduciary and policy authority exercised through mission-setting, policy adoption, goal setting, oversight of the executive director, and compliance assurance, while the executive director and staff carry out operations. The applicant group also identifies safeguards against operational drift, including bylaw provisions that separate the board's governance authority from the executive director's authority over day-to-day operations, a rule that operational direction flows to staff only through the executive director, an annual board self-evaluation, and committees that advise without managing operations. The Staffing and Management document states that the model intentionally separates instructional delivery from school governance.
		OPC.24.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the board's supervisory relationship as reporting to the executive

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		school leader, CEO, or Educational Services Provider (ESP) (as applicable).	director. They explain that the board hires, supports, sets annual goals for, and formally evaluates the leader, and that the board holds the leader, rather than individual staff, accountable for results. The Staffing and Management document states that the model separates instructional delivery from school governance, with the school independently governed by its board and led by its executive director.
		OPC.24.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies three standing committees with defined roles supporting the work of the full board: a finance committee overseeing the budget, financial reporting, internal controls, the annual audit, and financial goals; a governance and nominating committee overseeing bylaws, board recruitment, Open Meetings and Public Records compliance, and conflict of interest administration; and an executive committee coordinating the board's work between meetings.
OPC.25	List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.	OPC.25.1 The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation that align to the expectations outlined in the Charter School Performance Compact.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group sets year-specific organizational and financial goals for each of the first

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			five years. Organizational goals cover enrollment as a percentage of budgeted enrollment, persistence and average daily attendance, special education compliance, open-enrollment and lottery compliance, board governance compliance, on-time state and authorizer reporting, staff retention, and family and student satisfaction. Financial goals follow the Performance Compact framework and address near-term and sustainability indicators, including current ratio, unrestricted days cash on hand, total margin, debt-to-asset ratio, cumulative cash flow, budget-to-actual variance, unrestricted fund balance, a clean independent audit, and a low Fiscal Risk Assessment level. However, the organizational goals omit suspension rates, which the Performance Compact identifies as an organizational indicator, even though the applicant group references discipline goal thresholds elsewhere in the application. • In the seven-page response, the applicant group amends the organizational goals table to include annual out-of-school suspension rate targets for each year of the charter term, declining from 10.1 percent in Year 1 to 6.0 percent in Year 5. The group also states that suspension data will be monitored via the performance

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			dashboard and disaggregated by subgroup.
OPC.26	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.26.1 The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for the board to monitor the school's progress toward its academic, organizational, and financial goals. The applicant group states that the board will formally adopt the goals and track them using a performance dashboard reviewed at each regular meeting. They explain that the dashboard will report the status, trends, and progress toward the target for each goal. They also note that the finance committee and the governance and nominating committee will conduct a deeper review of progress and report to the full board.
OPC.27	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC.27.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group articulates a set of standards the school leader must meet, weighted to reflect Charter School Performance Compact metrics across all three areas: academic performance, addressing the School Performance Score and letter grade, LEAP 2025, ACT, and cohort graduation rate; organizational and operational health, addressing

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			enrollment, persistence, attendance, out-of-school suspension rate, special education compliance, and staff retention; and financial stewardship, addressing budget management, a clean audit, Fiscal Risk Assessment standing, and lawful use of public funds.
		OPC.27.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines the information used to determine whether the leader has met each standard, the evaluation timeline and frequency, and the process for collecting that information. They identify state and authorizer data, including the Annual Review, School Performance Score, LEAP 2025, ACT, graduation rate, and fiscal risk assessment, along with the annual audit, monthly budget-to-actual statements, the leader's written self-evaluation, compliance records, stakeholder surveys, and site visits. They describe a continuous annual cycle: standards adopted by board vote at the start of the year, dashboard review at each board meeting, a mid-year formative check-in with written feedback, an annual summative evaluation following the release of state and audit data, and off-cycle reviews triggered by any material early-warning signal.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.27.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a corrective action process for use if the leader fails to meet accountability measures, with defined roles for both the board and the leader: written notice of the off-track measure, a required root-cause analysis, and a corrective-action plan specifying interventions, owners, milestones, and timelines; a formal performance improvement plan of approximately 30 to 90 days if the measure does not improve, with progress reviewed at each board meeting; and non-renewal or termination under board personnel policy if performance still does not improve.
OPC.28	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including: a. Identify how the board will monitor the school's financial position; and b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.	OPC.28.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.	☒ Meets ☐ Does Not Meet • According to the application narrative, the applicant group will implement a comprehensive financial management system supported by a contracted back-office financial services provider, an independent auditor, and financial policies adapted from LCTCS to meet charter school requirements. Additionally, the application narrative identifies several proposed financial procedures, including, for example, monthly board review of budget-to-actual reports and cash position,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			purchasing controls such as purchase orders, receiving verification, and invoice matching, annual independent audits, and segregation of duties among the governing board, school leadership, and the contracted back-office financial services provider. However, the application provides limited detail regarding payroll policies and procedures. • In the seven-page response, the applicant group details payroll policies and procedures, including required personnel documentation before payroll entry, supervisor-approved time records, a preliminary payroll register review and reconciliation by the director of operations, final authorization by the executive director, and post-payroll reconciliation each cycle, processed through the contracted back-office provider. They state that no individual may initiate and approve their own compensation or payroll change and that payroll records and approvals will be retained for audit.
		OPC.28.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.	☒ Meets ☐ Does Not Meet • According to the application narrative, the proposed financial policies and procedures are generally aligned with accepted financial management practices and are likely to support the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			organization's financial health and compliance with legal and statutory requirements. The application describes board oversight, segregation of duties, independent audits, purchasing controls, financial monitoring, and conflict-of-interest reviews designed to safeguard public funds. However, the application does not describe how the referenced LCTCS financial policies will be adapted to address the operational and compliance requirements specific to a public charter school. • In the seven-page response, the applicant group clarifies that LCTCS financial policies will serve only as a starting framework and that the governing board will adopt an LCTCS-specific fiscal policies and procedures manual before opening. They state that the manual will be reviewed by the director of operations, the contracted back-office provider, legal counsel, and the finance committee. The applicant group identifies the charter-specific requirements the manual will incorporate, including Bulletin 1929 and LAUGH accounting and reporting, LDOE budget and financial reporting, Legislative Auditor compliance, MFP enrollment and revenue reconciliation, federal grant requirements, procurement, conflicts of interest, and payroll controls, with annual Finance

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Committee review.
		OPC.28.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.	☒ Meets ☐ Does Not Meet • According to the application narrative, the applicant group identifies the personnel and organizations responsible for managing and overseeing the school's financial operations, including the governing board, executive director, director of operations, contracted back-office financial services provider, and independent auditor. Additionally, the application further describes a management and oversight structure that includes board oversight, monthly financial reporting, segregation of duties, and annual independent financial audits. Appendix 7 also provides evidence of the qualifications and experience of the contracted back-office financial services provider and independent audit firm, demonstrating that collectively the identified personnel, organizations, and oversight processes are likely to support the school's financial health and long-term viability.
		OPC.28.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.	☒ Meets ☐ Does Not Meet • According to the application narrative, financial oversight will include segregation of duties among the governing board, executive director,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			director of operations, and contracted back-office financial services provider; board approval of budgets, contracts, and depositories; dual authorization of disbursements; documented purchasing controls, including purchase orders, receiving verification, and invoice matching; conflict-of-interest reviews; and annual independent audits.
OPC.29	Describe the plan for the training and development of new members and continuing members.	OPC.29.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a process for assessing the board's strengths and weaknesses and a training plan to address identified gaps. They describe a board skills matrix that maps members to the five required expertise areas and governance competencies, and they state that the governance and nominating committee leads an annual self-evaluation and gap analysis that informs the training plan. They identify training by focus, audience, frequency, and provider, covering core governance, open meetings and public records, ethics, special education and financial management training required within one year of seating, and topical training prioritized by an annual assessment.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.29.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a recruitment plan that prioritizes required expertise and an onboarding plan that familiarizes new members with the bylaws and board requirements. They state that the governance and nominating committee identifies priority expertise based on the current gap analysis; sources candidates through community, employer, and professional networks; evaluates candidates against criteria for expertise, mission commitment, independence, and absence of disqualifying conflicts; and recommends finalists to the full board. They describe structured onboarding completed before a new member votes, covering the mission and model, the bylaws and board policies, training on charter law, fiduciary duties, open meetings, and ethics, a signed conflict disclosure, and an onboarding binder with governing documents and current performance materials.
OPC.30	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.30.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines board meeting frequency and the procedures the board will follow to maintain compliance with the Open

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Meetings Law and the Public Records Act. They state that the board will meet no fewer than eight times per year, per the bylaws, and expects to meet monthly during startup and the first operating years, with an annual meeting each fiscal year and special meetings upon written notice. For open meetings, the applicant group describes public meetings with votes taken in open session, notice and agenda posted at least 24 hours in advance at the school and on its website, a public comment period, recorded votes and publicly available minutes, and executive sessions held only by a recorded two-thirds vote for statutorily permitted purposes. For public records, they designate the vice chairperson and secretary as custodian, commit to fulfilling requests within statutory timeframes, and describe records retention and the proactive posting of agendas, minutes, and governance documents. The described frequency and procedures are consistent with the bylaws in Appendix 6.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	☒ Meets ☐ Does Not Meet • In Appendix 6 of the application, the applicant group provides draft governing bylaws that reflect each of the key requirements. The bylaws set the board

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			at seven voting directors, with three appointed by the corporate partner while the Memorandum of Understanding is in effect; establish the offices of chairperson, vice chairperson, secretary, and treasurer, each appointed annually by the board; create three standing committees, Executive, Governance and Nominating, and Finance, with members appointed by the chairperson; and require the board to meet no fewer than eight times per year, with all meetings held in accordance with the Open Meetings Law and the Public Records Act. The bylaws also require an annual financial review by a public accounting firm, with the report distributed to every director, and bar directors and officers from any interest in school contracts except as permitted by La. R.S. 17:3991.1.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.31	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.31.1 Organizational role of team members matches their professional skill set.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group maps each area of the operations plan to a responsible role and states the qualifications for each, citing the founding executive director's resume and the job descriptions in Appendix 4 as evidence. The executive director's background in charter, traditional, and online school leadership aligns with the staffing and performance management areas she is assigned to; the director of academics, SPED & federal programs is assigned staffing and professional development, consistent with a job description requiring academic and special education leadership experience; and the director of operations is assigned general operations, finance, and facilities, consistent with a job description requiring school or business operations experience and demonstrated management of budgets, vendors, and contracted service providers.
		FPC.31.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on: a. staffing, b. professional development, c. performance management,	☒ Meets ☐ Does Not Meet • In the application narrative and in the job descriptions in Appendix 4, the applicant group identifies at least one member of the leadership team able to provide

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		d. general operations, and e. facilities management *If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.	expertise in staffing and performance management, assigned to the executive director, and in professional development and general operations, assigned to the director of academics, special education & federal programs and the director of operations, whose job descriptions require relevant experience. Facilities management is also assigned to the director of operations, whose job description assigns liaison responsibility for custodial, maintenance, life-safety, and code compliance and requires demonstrated management of budgets, vendors, and contracted service providers.
FPC.32	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	FPC.32.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for managing non-academic services upon opening and identifies the position responsible for oversight of each key operational area. The director of operations oversees transportation, food services, purchasing, and student records, and the director of operations serves as liaison to the host campus facilities organization for custodial, maintenance, life-safety, and code compliance. The executive director shares oversight of purchasing and leads school safety with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the director of operations and pod principals, and the campus coordinator and the director of testing, accountability and enrollment share oversight of student records. The applicant group describes how each area will be managed, including transit passes and a contracted transportation provider; meals on required campus days under the National School Lunch Program; a school-operated student information system rather than the colleges' postsecondary environment; and a Crisis and Emergency Operations Plan with a contracted school resource officer budgeted per site.
		FPC.32.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a transportation plan to meet the needs of the special population subgroups. For economically disadvantaged students, the applicant group states that the school will provide free transit passes where routes serve the campus. The applicant group notes that the pods are located on campuses that sit on existing transit-served sites and on a contracted, board-approved provider beyond transit reach, with stops coordinated to highest-need neighborhoods and schedules aligned with work obligations. For students with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disabilities, the applicant group states that the school will provide transportation as an individualized education program-related service regardless of distance, including specialized equipment, accessible vehicles, trained aides, and door-to-door service where required. Transportation is funded in the Overview Template each year.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.33	Explain the plan for student recruitment and marketing that will provide access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	FPC.33.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan to generate interest and enroll students, describing an annual cycle that runs from fall campaigns through open enrollment, a public random lottery if oversubscribed, and orientation, supplemented by rolling enrollment so returning students are admitted as seats allow. They describe targeted outreach through district counselors, career and technical education and Jump Start coordinators, adult education intake staff, and workforce partners, with applications available online, on mobile devices, in person, and by mail at no fee processed through the enrollment platform funded in the Shared-Service Fee Schedule. However, the applicant group bases their recruitment strategy on a statewide market of approximately 45,700 students, roughly two-thirds of which comprises dual-enrollment and homeschooled students, rather than the population the school is designed to serve (over-age, under-credited students). • In the seven-page response, the applicant group removes dual-enrollment and homeschool students from the defined target market and

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			identifies a recruitment population of students ages 16 to 21 who are over-age and under-credited, have withdrawn or dropped out, are enrolled in adult education or equivalency programs, or are at substantial risk of leaving high school without a diploma. They report approximately 7,920 LCTCS adult-education students in that age range in 2024–25, including about 3,700 ages 16 to 17, against a Year 1 target of 500.
		FPC.33.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies potential barriers to access and pairs each with a mitigation: geographic distance, mitigated by the statewide campus footprint and a virtual lobby for off-campus enrollment support; limited technology access, mitigated by mobile-friendly and public-computer applications and two-way text messaging; inability to visit during work hours, mitigated by evening and weekend enrollment options; housing instability, mitigated by multi-channel communication that does not depend on a fixed address; and language barriers, mitigated by translation and interpretation services. The applicant group states that applications are accepted online, via mobile device, in person, and by mail at no fee.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		FPC.33.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines methods for providing access in accordance with R.S. 17:3991(B)(3), stating that the school will operate as an open-enrollment public charter school without discrimination on any protected basis, with admission by public random lottery if applications exceed available seats. They identify a single admission requirement, a minimum age of 16, which they tie to the mission on the grounds that career-pathway placements, employment-certificate rules, and clinical and field components generally open at that age.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.34	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.34.1 Projections are based on accurate, conservative, and legally compliant assumptions.	☒ Meets ☐ Does Not Meet • According to the proposed budget, the applicant group's revenue projections are based on assumptions that are mostly accurate and legally compliant. For example, the budget relies primarily on established state and federal funding sources and includes more than $1,050,000 in committed support from LCTCS. However, the budget presents ambitious enrollment numbers, growing from 500 to 5,000 students over the course of the first charter term. It is unclear whether demand could support this level of rapid scaling. Additionally, the application narrative states that future enrollment growth will occur through the expansion of pods into additional school districts, the budget assumes that all per-pupil revenue will continue to be generated from East Baton Rouge Parish throughout the five-year projection. As a result, it is unclear whether the projected per-pupil revenue assumptions accurately align with the proposed expansion model. • In the seven-page response, the applicant group clarifies that the five-year budget applies the East Baton Rouge Parish per-pupil rate throughout because parish-level enrollment distributions for future pods were not

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			available and states that this is a conservative assumption because that rate is below the statewide average and is more likely to understate than overstate revenue as the school expands. They further state that the enrollment trajectory is contingent upon demonstrated demand and activation of additional pods, and that projections will be updated using applicable LDOE funding calculations as student residence data become available. Because the school's overall financial model is predicated on a per pupil fee to LCTCS that increases or decreases based on student enrollment, this assumption is reasonable.
		FPC.34.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	☐ Meets ☒ Does Not Meet • According to the proposed budget, the applicant group allocates funding for the core administrative, operational, and some direct student academic supports necessary to implement the proposed program, including administrative personnel, technology, transportation for required in-person instructional days, and other operational expenses. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included in the fee paid to LCTCS across eleven components, provides the pricing methodology for

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			each, projects the fee at minimum, projected, and maximum enrollment for each of the five years, and confirms the fee at $7,000 per student, consistent with the financial model. The itemized components include instructional delivery, technology systems, special education and related services, credential examinations, testing-center proctoring, tutoring, and lab consumables. However, the budget provides meals for students only on required in-person instructional days despite students participating in remote instruction throughout the week, and the five-year financial model does not appear to include salary increases or inflationary adjustments, which may understate future operating expenses over the charter term. The budget assumes salaries for learning support specialists that are more consistent with paraprofessional qualifications and does not allocate funds for qualified special education positions or English Learner staffing in any year. The budget also funds a pod principal at one position per pod, while the supplemental Staffing and Management document describes a pod administrator at approximately one per 250 students, without indicating whether the two are the same position. At the projected enrollment levels, a ratio of one per 250 students would require two

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			positions in Year 1 and approximately twenty by Year 5, compared with the one and six the budget funds. • In the seven-page response, the applicant group clarifies that meals are budgeted for required in-person instructional days at the assigned campus and states that home-delivered meals on remote days are neither a legal requirement nor NSLP-reimbursable. They state that the five-year model will be revised to incorporate reasonable salary growth and inflationary adjustments; that the $400-per-student special education allocation will expressly fund certified special education personnel, evaluations, specially designed instruction, related services, transition, and compliance, with Learning Support Specialists not treated as special education teachers unless credentialed; that a distinct $60-per-student allocation will fund English Learner services within the existing shared-services fee; and that the pod administrator reference was a drafting inconsistency, with one pod principal per active pod. However, given that some of these of these budgetary shifts, namely year-over-year salary escalation, require an increase in overall operating costs, it is not possible to see whether or not the school's planned surpluses could sustain them, especially given the

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			potential of lower enrollment related to demand described in FPC 34.1.
		FPC.34.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.	☐ Meets ☒ Does Not Meet • In the operating statement of activities, the applicant group presents net operating surpluses of between $672,296 in Year 1 of the charter term to $3,681,466 in Year 5 with fund balances ranging between roughly 8 and 11 percent of overall revenues. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS, confirms the fee at $7,000 per student consistent with the financial model. However, as noted above, there are several assumptions that may be inaccurate or unclear, including overall demand supporting enrollment and the accurate per pupil revenue by parish, the lack of budgeted salaries for qualified special education positions and English Learner staffing, the number of pod-level leadership positions the model requires, and the absence of salary increases or inflationary adjustments across the five-year model. Therefore, it is not possible to evaluate whether the school might become insolvent or lack access to necessary liquidity. • In the seven-page response, the applicant group states that the existing

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			financial model produces positive net income, all while using the conservative per pupil rates from East Baton Rouge, and that financial review indicates that the school can absorb increased operational costs described in FPC 34.2. While these assumptions in the seven-pager response are reasonable, given that no specific figures are provided, it is not possible to identify the order of magnitude of additional expenses and whether these additional costs could cause the school to become insolvent or lack the necessary liquidity to operate.
		FPC.34.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
		FPC.34.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	☒ Meets ☐ Does Not Meet • In Appendix 1, the applicant group provides a letter from LCTCS committing $1,050,000 in grant funding to support the program, as well as one from the Foundation for LCTCS committing $190,000 in start-up funding. In the operating statement of activities, budgeted surpluses exceed the amount donations committed, demonstrating that the program could be executed as described in the application if these funds do not materialize.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.35	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.35.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group describes specific financial triggers and identifies corresponding corrective actions and responsible parties. For example, the plan calls for enrollment and revenue reforecasting and activation of a minimum enrollment plan if enrollment falls below the 85% threshold; a hold on nonessential discretionary spending and a board-approved budget amendment if projected annual revenue declines by more than 5%; and a corrective spending plan and budget amendment if expenditures exceed budget by more than 5% in any category. The contingency plan also includes reserve targets, a minimum enrollment staffing strategy, and a contingency commitment from the LCTCS Foundation. Additionally, beginning in Year 3 of the budget, the applicant group allocates $250,000 annually to a contingency line described as a “supplement to shared services” as needed that could be used flexibly to support unexpected dips in revenue or higher expenses. In the supplemental Shared-Service Fee Schedule, the applicant group projects the fee paid to LCTCS at minimum, projected, and maximum enrollment for

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			each of the five years, confirming that the school's largest single expense varies with enrollment.
FPC.36	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as **Appendix 7**. Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.36.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group identifies O'Brien Services as its contracted back-office financial services provider and Martin and Pellegrin, CPAs as its independent audit firm. The application further describes a financial management structure that segregates financial responsibilities among the executive director, director of operations, governing board, finance committee, contracted financial services provider, and independent auditor. In Appendix 7, the applicant group provides evidence that the individuals staffed at the back-office firm and the auditing firm are certified public accountants (CPAs).
FPC.37	Explain the process the school will use to develop its annual budget including: a. Who will be involved; and b. How needs will be identified and weighed. c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.	FPC.37.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group identifies who is involved in developing the annual budget, including the executive director and the director of operations proposing the budget; the back-office provider; program leaders

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			who submit needs; the Finance Committee reviewing budgeted and minimum enrollment; and the board adopting the budget before July 1 and approving amendments. The applicant group also describes ongoing monitoring and amendment through monthly budget-to-actual reports, written variance explanations, and board approval of amendments above set thresholds.
		FPC.37.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a statewide recruitment strategy for hybrid instructional and student support positions and indicates that in-person interventions, IEP-mandated services, and related services will be provided at each learning pod. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS and allocates funding for special education and related services. However, the operating budget fully funds only the Success Navigator position, the learning support specialist positions appear to be budgeted at salary levels more consistent with paraprofessional than qualified staff, and counselors are not funded in the budget or included among the itemized shared

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			services. • In the seven-page response, the applicant group states that qualified special education teachers, pupil-appraisal personnel, and related-service providers will be recruited or contracted through LCTCS and funded through the $400-per-student special education and related services allocation. English Learner services will be supported through a separate $60-per-student allocation, and counseling will be provided in kind by licensed campus or contracted providers. Recruitment will occur statewide through LCTCS human resources, educator and counselor pipelines, and university partners, with credentials and background checks verified before assignment.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	☒ Meets ☐ Does Not Meet • In Appendix 8 of the application, the applicant group describes each required insurance type, specifying explicit coverage amounts that meet the required minimums for workers' compensation and employers' liability, comprehensive general liability, automobile liability, property insurance with claim rights preserved for BESE and the State, errors and omissions, employee dishonesty, and employment practices liability. The appendix also supplements these with directors and officers and cyber liability coverage. The appendix also includes fire prevention and safety equipment provisions covering State Fire Marshal inspections, scheduled maintenance under applicable NFPA standards, documented drills, and assigned site-level responsibility, along with a pre-opening timeline for binding coverage.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. **Non-Essential = Coursework NOT required to meet graduation requirements*	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes two layers of course access beyond graduation requirements and connects each to the model and the intended student population. The first is access to the host college catalog, available because every student is dually enrolled, structured through success navigator approval, prerequisite checks, and recording in the student's Individual Graduation Plan. The second is three courses designed by the applicant group and delivered through the learning management system, each tied to a documented characteristic of the population: an extended personal finance and entrepreneurship course addressing the financial independence of students who are supporting themselves; a college transition course covering financial aid, admissions, transfer credit, and matriculation into the partner system; and a professional digital readiness course aligned to the Northstar Digital Literacy Standards for students whose technology access was interrupted during their time out of school.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group identifies both state diploma pathways, the TOPS Tech Career Diploma earned through Jump Start 2.0 with at least one industry-based credential, and the TOPS University Diploma with an optional associate-degree runway. They identify five Jump Start 2.0 pathways for Year 1 at the pilot campus, including health sciences, architecture and construction, information technology, manufacturing, and transportation, distribution, and logistics. They state that every student on either pathway will earn college credit before graduation through dual enrollment at their pod site, with automatic matriculation into the partner system available to every graduate.
		HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group demonstrates understanding of both diploma pathways and outlines a plan to meet their requirements within the allowed time. They describe building an individualized graduation plan at intake, using each student's credits at entry rather than an assumed grade so that a student entering with ninth-grade credit standing

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			has a full four-year runway while a student entering with upper-grade standing works from a compressed plan mapped backward from the same requirements. The applicant group identifies the Transitional 9th-grade designation for students entering significantly under-credited and describes the mechanisms supporting on-time completion, including competency-informed scheduling, credit recovery through the learning management system, and year-round and evening options.
		HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group provides a rationale for each of the five Jump Start 2.0 pathways offered at the pilot campus, tying each to occupations the Louisiana Workforce Commission identifies as high-wage and high-demand in the region, naming the college program each pathway articulates into, and supporting the likelihood of post-secondary career opportunities with articulation agreements, an established employer training initiative, and research on sustained earnings gains from career-connected pathways. In Appendix 10, they extend that rationale across the contract term, documenting each expansion campus's distinctive programs, credentials, and employer

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			partnerships from a campus readiness assessment and explaining how the pathway menu at each pod matches its regional labor market. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS and hold credentials that meet accreditation and Jump Start requirements.
		HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes the pathway selection process, beginning at intake with a career-interest inventory and structured career exploration that includes site visits to college labs and classrooms, employer and educator speakers, and hands-on sampling of the pathway menu. The success navigator and a career counselor then assist the student in selecting a pathway and building the individualized graduation plan, typically by the end of the first term. Both the pathway and the diploma decision are documented in the Individual Graduation Plan.
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes the supports available during pathway selection,

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			including one-on-one career counseling from the success navigator, current labor-market and wage information, structured exposure to each pathway before a student commits, and ongoing advising, with scheduling and family involvement supported through the school's communication platform. They state that students may change pathways early in enrollment, with an updated graduation plan.
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group explains that no diploma or Jump Start pathway will carry academic prerequisites or admissions criteria, that the sole admission criterion is minimum age, and that flexible scheduling and transportation will address barriers facing working and caregiving students. In the Shared-Service Fee Schedule, the applicant group funds credential examination costs and special education and related services, which support access for all students to diploma pathways.
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In Appendix 9, the applicant group outlines course offerings by diploma type and grade level for the first five

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			years of operation, ensuring that all students can meet the graduation requirements of their chosen pathway in four years or less. The outline sets out the full unit requirements for both the TOPS University Diploma and the Jump Start TOPS Tech Career Diploma against Bulletin 741 and the state High School Planning Guidebook, including the Financial Literacy unit required for entering cohorts. The outline maps each student's sequence to credit standing at entry rather than assumed grade placement, with compressed plans for students entering with upper-grade standing and the five-year Transitional 9th-grade path available for students entering significantly under-credited.
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	☒ Meets ☐ Does Not Meet • In Appendix 10, the applicant group provides tables identifying all four program types and a rationale for each: Advanced Placement and International Baccalaureate (neither offered in Years 1 through 5, with the population-fit rationale stated); the dual enrollment anchor menu; the career and technical pathway sequences; and the ACT and WorkKeys preparation sequence. The tables also document pathway availability by learning pod and the campus readiness rationale for each

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pod's offerings across the contract term and are consistent with the rationale provided in the High School Addendum narrative.
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group provides a rationale for each identified Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	☒ Meets ☐ Does Not Meet • The High School Addendum to the application explains each program offering, including dual enrollment, ACT preparation, and career and technical education. The applicant group explains that dual enrollment is the primary pathway, with courses aligned to TOPS requirements, transferable general education credits, or specific college programs. They also note that ACT and WorkKeys prep are phased in and linked to TOPS and dual enrollment sub-score benchmarks. Additionally, five Jump Start 2.0 career pathways are outlined, each leading to an industry-based credential. The applicant group notes that Advanced Placement and International Baccalaureate are not available in Years 1 through 5, and that a focus on credit-bearing dual enrollment is justified by population needs. Offerings described by the applicant group align with the course table in Appendix 10.1.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: a. Describe the reasoning for those selections, including the alignment to in-demand occupations; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group identifies specific industry-based credential assessments for each of the five Jump Start 2.0 pathways offered in Year 1. These pathways are structured as stackable ladders keyed to the progression phases, and the named assessments appear on the Louisiana Industry-Based Certification State Focus List.
		HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group explains how the credentials translate into career opportunities, linking each to high-wage, high-demand occupations and mapping stacked credentials to further college programs.
		HSA.4.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). [as applicable]	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes specific community resources, including host-college programs and labs, a planned clinical-practicum agreement, an established manufacturing training initiative, and contractor and trade partners.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes how credential and training costs will be funded, citing the Career Development Fund, Perkins V, the career and technical education funding weight, employer in-kind contributions, and the state training catalog. In the supplemental Shared-Service Fee Schedule, the applicant group budgets credential examination and certification costs at $200 per student, or $100,000 in Year 1.
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	☒ Meets ☐ Does Not Meet • In the High School Addendum and in the pathway sequences in Appendix 10, the applicant group describes access to work-based learning through internships, cooperative education, and Fast Forward registered apprenticeship on-the-job training, integrated into each Year 1 pathway's capstone with specific placements identified, including clinical placements in the Health Sciences pathway. The applicant group also states adherence to Louisiana child labor law and Workforce Commission employment-certificate requirements. In the supplemental Shared-Service Fee Schedule, the applicant group identifies

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			an LCTCS instructor who manages and supervises all work-based learning and field experiences and funds a site-based student internship program.
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes specific evidence-based systems and structures for students at risk of dropping out, built on the faithful implementation of Check and Connect, the dropout-prevention model the federal What Works Clearinghouse identifies as having positive effects on staying in school.

Corporate Partnerships Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	☒ Meets ☐ Does Not Meet • In the Corporate Partnerships Addendum, the applicant group describes a single corporate partnership with the Louisiana Community and Technical College System under Bulletin 126, Chapter 39 and R.S. 17:3991.1, supported by a draft Memorandum of Understanding in Appendix 11 and a letter of commitment from the partner in Appendix 1. The MOU outlines the partner's provision of facilities and utilities at no cost, reserves exclusive operational control to the school's board, fixes partner board representation at three of seven directors with express language that this shall not constitute a majority, and runs for a one-year term renewing automatically for the charter term.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; c. Rationale for selected provider; and d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	☐ Meets ☐ Does Not Meet • Not applicable; the applicant group indicates that the school does not contract with an Education Service Provider, and the Overview Template indicates that no Education Service Provider is engaged.
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to submit material findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	☐ Meets ☐ Does Not Meet • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies Canvas as the learning management system and outlines the decision-making process for selecting it over standalone K–12 virtual platforms. The decision is based on several factors, including that students' dual enrollment college courses are already delivered on Canvas, allowing students to move between high school and college coursework in a single environment; that it fits the hybrid, dual-enrollment, statewide-pod model; and that it avoids new licensing and onboarding costs while providing an established, supported platform.
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to acquire and distribute technology, issuing a device to every student who meets the state virtual regulation's technical requirements. Devices are acquired in step with the enrollment ramp, on a defined refresh cycle, and are managed by a contracted device-management vendor whose scope includes imaging, shipping, distribution, collection, and asset tracking. For students without home internet, the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.		applicant group budgets Wi-Fi hotspots or comparable connectivity for a defined share of students. The applicant group also provides assistive technology as required by individualized education programs and 504 plans. The applicant group explains that devices are distributed at enrollment and at the pod sites, and that every family signs an acceptable use policy.
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines specific steps to protect students from unsafe or inappropriate content. They state compliance with the Children's Internet Protection Act and apply content filtering across all school-issued devices and the school network to block obscene, harmful, and age-inappropriate material. This filtering is enforced at the device level, regardless of the network the student uses. They also describe a plan to implement vendor-based safety monitoring that generates alerts for indicators of cyberbullying, violence, or self-harm. These alerts are routed to the student's success navigator and counseling team under a documented response protocol. They include an adopted internet safety policy, internet safety instruction at onboarding, and

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disclosure of monitoring practices in the acceptable use policy.
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to minimize lost instructional time, addressing device and connectivity failures and platform interruptions: coursework anchored on campus on rotation days so a home failure affects only the remote portion; a same-day loaner-device and hotspot process for lost, stolen, or broken devices and for lost home internet; a guided-asynchronous competency-based core that lets a student resume after an outage without losing work; and a staffed help desk with success navigator outreach triggered when engagement data shows a student has dropped offline.
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a training plan for students and families, including structured Canvas onboarding completed before regular coursework begins. The applicant group states that the onboarding covers navigation, locating

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			coursework and grades, attendance across modes, and how to get help, with materials available in families' home languages. They indicate that ongoing support is provided through the LCTCS information technology help desk. In the supplemental Shared-Service Fee Schedule, they fund learning management system access, hosting, and support, along with the ConexED student-engagement platform.
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a staff and teacher acceptable use and technology policy that complies with R.S. 17:3996(21), is board-approved, and is acknowledged in writing by all staff as a condition of access. It governs appropriate use of school technology and accounts, data security and the confidentiality of student records, prohibited uses, and standards for staff conduct online. The policy addresses electronic communications between staff and students, requiring school-sanctioned platforms and accounts, subjecting them to monitoring and recordkeeping, and prohibiting non-sanctioned private channels, as detailed in the electronic communication policy in the adjoining

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			response.
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes an electronic communication and internet-safety policy that demonstrates intent to comply with the Children's Internet Protection Act and R.S. 17:100.7. The policy restricts staff-to-student communication to school-sanctioned platforms and accounts, which are subject to monitoring and recordkeeping, and prohibits private channels. It is paired with the content-filtering and safety provisions described earlier in the addendum, which block obscene, harmful, and age-inappropriate material at the device level and monitor student online activity for safety indicators. The applicant group states that internet-safety information reaches families through the acceptable use policy, student onboarding, and the family handbook.
VOA.3	Describe the process of how the proposed school will ensure the following, given the various locations of families: a. How training and support would consistently be provided; b. A plan for providing orientations to enrolled students, their parents, and their	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group explains how training and support will be delivered consistently to families across locations: online instruction runs on a

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.		single platform and a single early-alert system; every student has a named success navigator as the constant point of contact, regardless of location; each student uses the nearest campus as a home pod that delivers in-person support to a common standard; and staff train to a common protocol, with a campus coordinator at each active pod maintaining system-wide consistency. The applicant group explains that because the platform, early-alert system, success navigator relationship, and credit records are shared across the campus network, a student who relocates within the state can re-anchor to a nearer pod without leaving the school, a design feature suited to a population for whom residential mobility is common.
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides an orientation plan for all three audiences (students, parents or guardians, and any designated instructional coach) that is completed before regular coursework begins. It covers Canvas navigation, the rotating on-campus schedule and required components, attendance and engagement expectations across

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			modes, the success navigator role, how to reach support, and conduct and internet-safety expectations. The applicant group addresses the instructional coach role in a manner specific to its population: because the school serves an older, more independent student body in which many students enroll and manage their own learning, an at-home instructional coach is welcomed and oriented when a student designates one but is not assumed. The applicant group indicates that where no at-home instructional coach exists, the success navigator assumes the at-home support functions so that a student's participation does not depend on having a supporting adult at home.
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group lists in-person interactions between families and school faculty, all held at the student's home pod, and provides a frequency for one of them, parent-teacher conferences, which occur at least twice per year and include virtual and call-in options, with transportation support so that location is not a barrier.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.3.4 The applicant group provides the plan for health screeners.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a plan to conduct vision, hearing, and scoliosis screenings as required by grade and age under the applicable state regulation. They state that screenings are conducted in person on a published annual schedule aligned with rolling enrollment, with make-up dates; results are documented in the student health record, consistent with federal privacy law, communicated to families, and follow-up is routed to the success navigator. However, the applicant group states that screenings will be conducted by a contracted licensed school nurse or parish health-unit personnel, yet no such position or cost appears in the financial plan. The supplemental Shared-Service Fee Schedule itemizes the services LCTCS will provide and does not include health screenings or school health services. • In the seven-page response, the applicant group states that required health screenings will be provided by a qualified contracted school nurse or another authorized health-screening provider and will be funded through the revised operating budget, with resources allocated for screenings, documentation,

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			family notification, referral, and follow-up as additional pods are activated. The applicant group identifies health-screening costs as one of the adjustments to be incorporated into the revised financial model, as noted at FPC.34.3.
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a clear process for documenting and monitoring attendance and engagement. It uses the Canvas attendance tool as the system of record mapped to the state membership definition, records in-person and online engagement signals under a board-adopted attendance policy submitted annually for state approval, and implements a three-tier engagement-response model and a count-date verification protocol.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to administer state assessments in person at secure on-campus testing centers at the pods under Bulletin 118 §317, drawing on pods that are already approved and independently audited

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			HiSET and GED testing centers with secure rooms, wired networks, lockdown browsers, and secure materials storage. The plan includes a designated test-coordinator role that aligns with the budgeted director of testing, accountability, and enrollment; transportation via each student's existing rotation to the home pod; and accommodations provided per each student's individualized education program, 504 plan, or English learner plan. In the Shared-Service Fee Schedule, the applicant group funds secure proctoring for LEAP, ACT, and industry-based credential assessments through LCTCS testing-center staffing.
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including: a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	☒ Meets ☐ Does Not Meet • In the Virtual Operator, the applicant group outlines recruitment, retention, and training activities for leadership and staff: sourcing through Louisiana educator pipelines, system networks, and university programs; posting job descriptions with uniform screening criteria and structured interviews; retention through budgeted compensation and capped caseloads; and onboarding with Canvas and system-platform training before staff serve students.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies the high-need specialties its model requires, including EL-qualified or ESL-endorsed staff, qualified special education professionals, and licensed counselors. The applicant group also names general sources for these roles, such as the corporate partner's workforce, targeted outreach, and certification-support pathways, with contracted providers as backup.
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a process for delivering related services: in person at the home pod, by teletherapy where clinically appropriate, and coordinated by the director of academics, special education, and federal programs, with session-by-session logging of required minutes and documented make-ups. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including services delivered by qualified providers.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes professional development appropriate to the delivery method, including reading learning management system dashboards, acting on the tiered early-warning protocol, delivering effective instruction across online and in-person modes, and supporting students with disabilities and English learners across both modes, along with training on acceptable use, internet safety, and electronic communication policies.
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group states that technical support is available to students, teachers, facilitators, and instructional coaches by phone, text, email, and in person at the pods, with home-language assistance, and that unresolved access problems are escalated and tracked. In the Shared-Service Fee Schedule, the applicant group funds learning management system access, hosting, and support.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.7	Describe the efforts to date to secure a facility for the school to serve "struggling students" that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school's needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and d. A plan to provide at least 20% of instruction to struggling students in-person.	**If the applicant group has identified a facility:** VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies its facility solution as the LCTCS campus network, beginning with Baton Rouge Community College in Year 1 at a specified location. The applicant group describes how the campus will meet the school's needs: an existing, operating, code-compliant postsecondary campus that provides classroom and lab space, technical faculty and equipment, secure testing centers, student-support facilities, and connectivity for in-person instruction, hands-on career and technical education, assessment, and wraparound supports, with access provided in kind under the Memorandum of Understanding.
		If the applicant group has identified a facility: VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes the Year 1 facility as an existing, operating, code-compliant college campus already configured for instruction, labs, secure testing, and student services, requiring no new construction or renovation and carrying no facility-preparation cost, with availability confirmed under the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Memorandum of Understanding. The absence of preparation cost is consistent with the budget, which includes no facility renovation line and zero rent and utilities, and with the Shared-Service Fee Schedule, which lists facilities and utilities as provided in kind and excludes the building-use fee from the per-credit-hour charge on that basis. The applicant group notes that capacity is addressed through a rotating schedule under which no cohort is on campus at once.
		If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies potential barriers to the facilities on which in-person instruction depends, including a planned pod campus not being ready on schedule and a pod site becoming unavailable, and provides a contingency for each: students are served through the nearest available partner campus in the region combined with online delivery until the site is ready, so that no student loses access to in-person services.
		If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			addresses both required elements: campus facilities, which are partner-owned and provided under the Memorandum of Understanding and revert to the corporate partner upon any cessation of the charter; and school-purchased equipment and assets, which are disposed of consistent with the dissolution provisions of the bylaws, Louisiana law on the disposition of public charter-school assets, and the closure protocol in the charter agreement, with student records transferred to the authorizer or receiving schools within required timelines.
		If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a plan to deliver at least 20% of instruction in person to struggling students. The plan shows that a single full campus day yields 22.7% of weekly instructional minutes before additional in-person components, and the planned one-to-two-day rotation yields roughly 45 percent. The application group explains that struggling students, identified by entry diagnostic level, credit deficiency, or early-warning flags, will receive a higher in-person proportion set in their completion plan, and students with disabilities receive the in-person

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			minutes required by their individualized education programs.
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a plan to offer transportation at no cost to families for in-person instruction, including transit passes for students on transit-served routes to the campus-based pods and contracted transportation for students whom public transit cannot reach. The applicant group also states that transportation will be provided as an IEP service where required, and the cost is reflected in the budget as purchased student transportation services that scale with enrollment.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines procedures for data protection and recovery, including role-based access controls consistent with federal privacy law, automated backups, geographically separated redundant storage, documented recovery objectives, and a tested restoration process, with continuity provisions that restore records and instruction from backup while in-person instruction continues at the pods.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a breach-response policy that addresses the three elements of the standard: limiting dissemination through preventive controls and containment, identifying a breach through detection and investigation, and notifying affected parties and the authorizer within statutory timeframes. The applicant group assigns notification responsibilities to school leadership and technical response functions to information-technology staff, and the Shared-Service Fee Schedule funds technology and platform support, including learning management system access, hosting, and support.

2026 Louisiana Department of Education Charter Application Review
New Operator Executive Summary

Name of Applicant: Louisiana Community and Technical College Charter School (LCTCC)

Final Recommendation
Approve the Application Submitted by Louisiana Community and Technical College Charter School

Non-Profit Information			
Non-Profit	Louisiana Community and Technical College Charter School	**Education Service Provider (ESP)**	Not applicable
		# of schools operated by ESP	Not applicable
School Information			
School	Louisiana Community and Technical College Charter School	**Parish**	East Baton Rouge Parish
Type	Type 2	**Parishes Served**	Statewide
Operator Track	New Operator	**Year Opening**	SY 2027-28
Grade Configuration at Start	9-12	**Grade Configuration at Scale**	9-12
Enrollment at Start	500	**Enrollment at Scale**	5000 (Year 5) 7500 (At Full Capacity)

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	**131**
Total Number of Standards Met	**131**
Total Number of Standards Unmet	**0**

Application Sections and Subsections	# Possible	# Met
Executive Summary	8	8
Founding Team Capacity Summary During the capacity interview, Board members explained the Board's role in governing the school, including providing financial oversight, hiring and evaluating the executive director, and approving policies. Board members also demonstrated capacity to carry out their governing responsibilities by analyzing and responding to school performance data and by assessing the strengths and needs of a hypothetical board's composition. The founding executive director described how her experience and expertise have prepared her to lead this specific school, drawing on more than 25 years of Louisiana education leadership, including leading the state's largest online charter school. She also analyzed and responded to school performance data.		
Founding Team Capacity	3	3

Application Sections and Subsections	# Possible	# Met
Educational Program and Capacity Summary The applicant group proposes a statewide high school for over-age and under-credited students ages 16 to 21. The school would open at Baton Rouge Community College in East Baton Rouge (EBR) Parish in SY 2027-28 and expand across the Louisiana Community and Technical College System (LCTCS) campus network. The applicant group grounds this plan in community need data and broad stakeholder support, including letters from all 12 system colleges. The academic program combines Tier 1 core curricula, dual enrollment, and competency-based progressions, so each student works toward a high school diploma, industry-based credentials, and college credit. A Success Navigator model anchors student support, and the applicant group outlines an assessment system and academic goals aligned with the Charter School Performance Compact. The applicant group also describes plans to identify and serve students with disabilities, English learners, and students who are academically behind, along with a restorative approach to discipline and structures for family and community engagement.		
School Establishment	7	7
Academic Plan	4	4
Academic Goals	4	4
Assessments	3	3
Diverse Learners and Student Supports	6	6
Behavior Management	6	6
Parent and Community Engagement	3	3
Organizational Plan and Capacity Summary The applicant group outlines an organizational plan with defined reporting lines, clear hiring and staffing procedures, and a leadership structure comprising the founding executive director, a regional leadership team, and pod-level staff at each campus. LCTCS faculty will deliver instruction, while the school sets instructional and student-performance expectations and oversees academic quality. The Board brings expertise in academics, finance, law, operations, and community relations, and it will monitor progress toward the school's academic, organizational, and financial goals through a performance dashboard reviewed regularly at board meetings. The applicant group also describes how the Board will evaluate the executive director against standards aligned with the Charter School Performance Compact, along with procedures for financial oversight and conflict-of-interest management.		
Staffing	4	4
School Leadership Team Capacity	2	2
Charter Board Governance	22	22
Financial Plan and Capacity Summary The applicant group presents a financial plan that supports implementation of the proposed program, with funding for essential staffing, student services, and operational needs and projects surpluses throughout the five-year term. The model relies primarily on public funding, supplemented by committed partner support, and incorporates salary growth and inflationary adjustments. The shared services agreement with LCTCS allows the school's largest expense to adjust with enrollment, while expansion into additional pods depends on demonstrated demand. The applicant group identifies qualified financial service providers, clear responsibilities for budget development and oversight, and procedures for ongoing financial monitoring. Contingency plans establish specific actions to address lower enrollment, revenue shortfalls, or higher expenses, supporting the school's ability to maintain financial stability as it grows.		

Application Sections and Subsections	# Possible	# Met
Operational Management and Leadership	4	4
Student Enrollment and Recruitment	3	3
Financial Plan	9	9
High School Addendum (If Applicable) The applicant group offers both the TOPS Tech Career Diploma through Jump Start 2.0 and the TOPS University Diploma, with individual graduation plans built on each student's credits at entry. Dual enrollment is the primary program offering, supported by ACT and WorkKeys preparation and by five Jump Start 2.0 pathways at the pilot campus, each aligned with high-wage, high-demand regional occupations and stackable industry-based credentials. Work-based learning is integrated into each pathway's capstone, and credential costs are funded through the Shared-Service Fee Schedule and state and federal sources. The applicant group also grounds its dropout-prevention approach in Check and Connect, an evidence-based model, and places no academic prerequisites on any pathway.		
High School	16	16
Corporate Partnerships Addendum (If Applicable) The applicant group describes a single corporate partnership with LCTCS, supported by a draft Memorandum of Understanding (MOU) and a letter of commitment from the partner. Under the partnership, LCTCS provides campus facilities and utilities at no cost, along with course instruction, technology systems, and portions of student services, as itemized in a Shared-Service Fee Schedule. The MOU reserves operational control of the school to its Board, with partner representation limited to three of seven directors. The partnership allows the school to open on an operating college campus and to build dual enrollment and credential pathways into the program from the start.		
Corporate Partnership	1	1
Educational Services Provider (ESP) Addendum (If Applicable)		
Educational Service Provider	N/A	N/A
Virtual Operator Addendum (If Applicable) The applicant group plans to use Canvas as the school’s learning management system. They outline plans for device distribution, content filtering, continuity during technology disruptions, family onboarding, and monitoring attendance and engagement. In-person instruction is anchored in campus-based pods: the planned rotation provides roughly 45 percent of weekly instruction in person; state assessments are administered at secure testing centers; and transportation is provided at no cost to families. The applicant group also describes data protection and breach-response procedures and how it delivers related services both online and in person.		
Virtual Operator	26	26

EAST BATON ROUGE PARISH LOCAL ANALYSIS							
Parish Demographic Information[1]				**State Demographic Information[2]**			
Total Population	456,180	**% Black Residents**	45.9%	**Total Population**	4,618,189	**% Black Residents**	32.1%
Median Household Income	$63,071	**% Hispanic or Latino Residents**	7.8%	**Median Household Income**	$60,756	**% Hispanic or Latino Residents**	8.5%
% of Residents Living in Poverty	22.2%	**% White Residents**	40.9%	**% of Residents Living in Poverty**	18.7%	**% White Residents**	54.7%
% of School Age Residents	16.0%	**% Other Race Residents**	~5.4%	**% of School Age Residents**	16.7%	**% Other Race Residents**	~4.7%

Proposed School Information					
School Name	Louisiana Community and Technical College Charter School	**Grades Served**	9-12	**Total Enrollment at Start**	500

East Baton Rouge Parish School System Information[3]									
Letter Grade	C	**Students Served**	38,008	**% of Students with Economic Disadvantage**	78.0%	**Total Schools**	76	**Total Comparable Schools**	10

East Baton Rouge Parish School System Comparable School Information									
Number of Comparable Schools with A Report Card Grade	2	**Number of Comparable Schools with B Report Card Grade**	0	**Number of Comparable Schools with C Report Card Grade**	5	**Number of Comparable Schools with D Report Card Grade**	3	**Number of Comparable Schools with F Report Card Grade**	0
Number of Comparable Schools with A Progress Rating	1	**Number of Comparable Schools with B Progress Rating**	1	**Number of Comparable Schools with C Progress Rating**	7	**Number of Comparable Schools with D Progress Rating**	1	**Number of Comparable Schools with F Progress Rating**	0

[1] https://www.census.gov/quickfacts/fact/table/eastbatonrougeparishlouisiana/PST045225
[2] https://www.census.gov/quickfacts/fact/table/LA/PST045225
[3] https://doe.louisiana.gov/data-and-reports/enrollment-data

East Baton Rouge Parish School System Comparable Individual School Information[4]				
School Name	**Grades Served**	**Report Card Grade**	**Progress Rating**	**Total Enrollment**
Baton Rouge Magnet High School	9-12	A	A	1588
Belaire High School	9-12	D	D	589
Broadmoor Senior High School	9-12	C	C	780
Capitol High School	7-12	C	C	495
Helix Mentorship STEAM Academy	9-12	D	C	466
Liberty High School	9-12	A	B	1173
McKinley Senior High School	9-12	D	C	640
Scotlandville Magnet High School	9-12	C	C	644
Tara High School	9-12	C	C	1034
Woodlawn High School	9-12	C	C	1194

[4] https://doe.louisiana.gov/data-and-reports/performance-scores; https://doe.louisiana.gov/data-and-reports/enrollment-data

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ES.1	**Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should: a. Identify the students and community to be served; b. Illustrate what success will look like; and c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).	ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a clear mission statement that defines the school's fundamental purpose, re-engaging over-age and under-credited students and accelerating their progress toward a high school diploma, industry-based credentials, and college credit. The group also connects that purpose to the objectives of state charter school law (Louisiana R.S. 17:3972), including improving pupil learning, increasing learning opportunities and access to quality education, and encouraging innovative teaching methods and educational models.
		ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group outlines a vision statement distinct from the mission that describes how the school will operate, governed by an independent nonprofit board and opening at Baton Rouge Community College before scaling across the Louisiana Community and Technical College System (LCTCS) campus network to a statewide school of 5,000 students by Year 5, and the long-term impacts it will achieve, including graduating students with diplomas,

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			credentials, and college credit through a replicable, fiscally sustainable re-engagement model.
ES.2	**Anticipated Student Population and Educational Need.** a. Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve. b. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?	ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes the student population the school seeks to serve, namely over-age and under-credited students between the ages of 16 and 21 who have left high school or are at risk of leaving without a diploma. This description is supported by enrollment and dropout counts and a statement of the population's defining educational needs. The school's opening site is identified by physical address at Baton Rouge Community College (BRCC) in East Baton Rouge (EBR) Parish, with a statewide enrollment jurisdiction that aligns with the Overview Template.
		ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group clearly articulates three key challenges facing the intended student population, supported by statewide dropout counts, adult education enrollment and funding figures, and regional wage data. These challenges include students leaving the K–12 system without a diploma, limited

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			access to credential-bearing seats for career-oriented students, and non-academic barriers that interrupt education (e.g., food, transportation, childcare, mental health, and finances). The applicant group also notes challenges specific to parishes the school intends to serve, including EBR, Bossier, Caddo, Orleans, and Jefferson. The applicant group pairs each challenge with an intended school response.
ES.3	**Education Plan.** Provide an overview of the education program of the proposed school, including major instructional methods. a. Specify the grade levels to be served each year for the full term of the contract; b. Provide the minimum and maximum enrollment per grade level per year for the term of the contract; c. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population; d. If virtual, please see the addendum for additional questions.	ES.3.1 The applicant group provides a concise overview of the proposed educational program.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a concise overview of the proposed educational program, a high school for over-age and under-credited students, in which each student works simultaneously toward a diploma, Jump Start 2.0 industry-based credentials, and dual enrollment credit. Instruction is delivered through a hybrid model that combines in-person instruction and labs in the learning pods with asynchronous online coursework through the learning management system. Other major instructional methods include embedded technical instruction in college labs, an intensive Success Navigator coaching relationship that manages each student's plan, flexible rotating schedules, and

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pathways aligned with employer demand.
		ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group projects enrollment by grade level for each year of the contract term, serving grades 9 through 12 each year, and the applicant group states that minimum enrollment is 85 percent of budgeted enrollment. The projections match the Overview Template, rising from 500 students in Year 1 to 5,000 in Year 5. The narrative presents minimum and budgeted enrollment, with maximum enrollment provided in the Overview Template.
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group provides a rationale for serving the identified student population, presenting a statewide need through annual dropout counts in grades 9 through 12, the number of students ages 16 to 21 already working toward an equivalency credential in the partner system's adult education programs, and the share of Louisianans ages 16 to 24 disconnected from both school and work. They connect that need to the program by designing the school for

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			students the existing system is straining to retain or has already lost, and they ground the enrollment structure in the population the partner system serves today, with grade levels mirroring the credit-level distribution of current adult education students.
ES.4	**Impact.** Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group describes how the proposed program will improve student outcomes and identifies three intended exits, including an industry-based credential and employment; a diploma with college credit; or automatic matriculation into the partner system with the first year of an associate degree completed and credentials stacking so progress is retained when enrollment ends. They link these to academic performance measured under the state accountability framework, including LEAP 2025, the ACT, and the cohort graduation rate, and supplement this with credential, transition, and employment outcomes reported through the Charter School Performance Compact (CSPC).
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. a. Explain how you have taken the feedback from previous evaluations to reflect and	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that they have not previously

Executive Summary			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	revise the application. b. Address the deficiencies identified in the most recent evaluation and describe the changes made. c. Describe any changes to board leadership or school leadership since the most recent application.	*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.	submitted a charter application to the Louisiana Department of Education or to any local school district.

Founding Team Capacity			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	☒ Meets ☐ Does Not Meet • During the interview, board members explained that the board's role is to govern the school, including providing oversight of the school's finances, hiring and evaluating the executive director, and approving policies.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	☒ Meets ☐ Does Not Meet • During the interview, board members demonstrated capacity to execute their governing responsibilities by analyzing and responding to school performance data, as well as diagnosing areas of strength and opportunity of the composition of a hypothetical governing board.
FTC.2	Does school leadership demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	☒ Meets ☐ Does Not Meet • During the interview, the identified executive director articulated how her expertise and experience prepares her to lead this specific school, as well as analyzed and responded to performance data.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.6	Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population. a. Provide the applicant's rationale for selecting the community; b. Performance of local schools in the community that serve a similar student population; c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and d. Explanations of any partnerships or contractual relationships central to the school's operations or mission.	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a rationale for selecting EBR as the launch community, grounded in EBR demographic and educational needs data, including poverty and enrollment composition, a cohort graduation rate below the state average, dropout and youth disconnection counts, and the number of students ages 16 to 21 already pursuing an equivalency credential, all connected to the host campus infrastructure and regional labor market demand.
		EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group compares the options currently serving the intended population in the EBR launch community: the comprehensive high schools that enroll most of these students, describing a C-rated district in which more than 40% of students attend D- or F-rated schools and naming three high-poverty high schools with F letter grades, single-digit mastery rates, and recent declines in core subjects; the district's alternative and reengagement placements, characterized as oriented toward short-

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			term behavioral placement or limited in scale; a dropout-recovery charter serving the population directly but with hundreds of seats against a need measured in thousands and without an embedded postsecondary pathway; and adult education, which re-engages students later at a fraction of K–12 funding and issues an equivalency credential rather than a diploma.
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the partnerships central to the school's operations and mission and describes the purpose of each: the LCTCS as a corporate partner providing campus facilities and utilities, operational support, learning-pod instruction and course delivery, technology systems, and portions of student services; Baton Rouge Community College as the Year 1 host site providing classroom and lab space, a secure testing center, technical faculty, and dual-enrollment seats; the system's colleges as dual-enrollment and Jump Start pathway providers; and employers and workforce partners, including Louisiana Works, whose letter of support is provided in Appendix 1. In a Shared-Service Fee Schedule, the applicant group itemizes the services

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			LCTCS will provide, including the pricing methodology for each and projections for all five years.
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes a. Racial and socioeconomic demographics; b. Percentage of special education students; c. Percentage of English Learners; and d. Percentage of homeless students.	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	☒ Meets ☐ Does Not Meet • In application narrative, the applicant group commits to enrolling at least 70% economically disadvantaged students and at least 10.2% students with disabilities, meeting the statewide enrollment requirements, and provides projected rates for racial composition, English Learner, and homeless percentages. However, these projections are based on EBR Parish enrollment and partner-system data, and the applicant group proposes to serve multiple communities across the state over the contract term without projecting the anticipated population for the regions where the school plans to expand in Years 2 through 5. • In the seven-page response, the applicant group provides regional data for each of the 12 LCTCS college service areas, including the percentages of economically disadvantaged students and students with disabilities. However, they do not provide projected racial composition, English Learner, or homeless student percentages for the expansion regions. • During the interview, the applicant group

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			provided the projected racial composition, English learner, and homeless student percentages for EBR Parish and the expansion regions.
EPC.8	Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school. a. Description of the stakeholders engaged; b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.	EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence that a range of stakeholders were engaged in developing the application, including community and technical college chancellors, through planning consultations and letters of support from all 12 colleges; elected and appointed public officials, including the Governor and the Secretary of Louisiana Works; workforce and economic development partners; and current and former adult education students representing the population the school will serve. Parent and caregiver engagement is documented through structured community listening sessions held in EBR at evenings and weekends and through the community needs survey, in which nine parent and caregiver respondents identified what they most want from the school.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.	☒ Meets ☐ Does Not Meet • In the School Establishment section of the application narrative, the applicant group outlines five strategies for gathering community input: structured listening sessions with parents, caregivers, and students; a community needs survey distributed through adult education, WorkReady U, high school equivalency programs, and employer networks; one-on-one consultations with CTE coordinators, Jump Start counselors, and principals; employer and workforce roundtables; and briefings for state officials and system partners. They present evidence that this input influenced the application, reporting 72 survey responses so far, noting that 75% of respondents had left high school before graduating. They also identify two design changes based on that input, age-banded scheduling within learning pods, and the addition of childcare navigation to wraparound supports, along with career-interest data that helped determine pathway choices.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey	☒ Meets ☐ Does Not Meet • In Appendix 1 of the application, the applicant group provides documentation demonstrating community support, including letters from the Governor of

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number, and a brief description of the document.	results) must include evidence of parent/caregiver support.	Louisiana, the Secretary of Louisiana Works, the Louisiana Association of Business and Industry, Leaders for a Better Louisiana, the corporate partner and its foundation, and the chancellors of all 12 system colleges, along with a results report from the community needs survey. Evidence of parent and caregiver support is also included in the community needs survey, in which nine parent and caregiver respondents indicated they would be very likely to support or encourage a young person to enroll and identified a safe and welcoming environment, job skills and credentials, support services, and a staff member who keeps track of their child as what they most want from the school.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.9	Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including: a. The key design elements that reflect the school's mission and vision; and b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success	EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school's mission and vision.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a clear overview of the proposed school model and its key design elements, which together describe how students learn (a hybrid of on-campus and online instruction delivered primarily through dual enrollment on college campuses), how they progress (competency-based advancement through three phases aligned with credit attainment rather than age-grade placement), and how they are supported (an intensive Success Navigator caseload model, wraparound services on existing system infrastructure, and credential stacking with automatic college matriculation). Each element explicitly connects to the mission of re-engaging over-age and under-credited students, and the progression aligns with the academic plan and maps to the state's credit, grade-designation, and assessment requirements.
		EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either: A track record of success with similar student populations (proven models) OR	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence for most of the model: the Integrated Education and

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).	Training instructional approach is supported by What Works Clearinghouse and Community College Research Center findings; each core design component has a validated national analog with similar student populations (Gateway to College, the Excel Center, North Carolina's Cooperative Innovative High Schools, and P-TECH, with the latter two supported by randomized studies); and the corporate partner's adult education outcomes with the comparable population reinforce the case. However, the applicant group does not provide evidence demonstrating a strong likelihood of success for the hybrid and virtual delivery mode itself with this student population: the delivery-mode research they cite is cautionary rather than affirmative, and the validated models are campus-based programs. • In the seven-page response, the applicant group presents outcome evidence from comparable blended dropout-recovery models serving students ages 16 to 24 who have left school or fallen off track (e.g., SIATech, Magic Johnson Bridgescape, Polk County Dropout Retrieval), each combining online or self-paced instruction with in-person support and reporting graduation or completion rates between 64 and 80 percent.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.10	In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students. a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards. b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics. c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).	EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies the core curriculum for each foundational course, including the ELA Guidebooks for English I and II, enVision Algebra I and Geometry, OpenSciEd Biology, and OpenSciEd Chemistry, for University Diploma students who do not meet the expectation through dual enrollment. They also identify Earth Science on the Career pathway and the social studies courses aligned with the Louisiana Student Standards, as well as dual enrollment coursework on the TOPS University and TOPS Tech approved lists for the upper-level Carnegie units. They provide evidence that the catalog meets grade progression and graduation requirements by mapping it to both diploma pathways, distinguishing the Career Diploma and Jump Start sequence, including the Applied Geometry I substitute available on the Tech path, from the University Diploma sequence, which completes the full Carnegie-unit scope, and by embedding a LEAP preparation component in every course with a corresponding end-of-course assessment.

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides evidence that most selected curricula meet the state instructional materials review rubrics' quality indicators. The Tier 1 ratings for the ELA Guidebooks, enVision Algebra I and Geometry, and Activate Learning Certified OpenSciEd Biology are verified in the state tiered review report. For courses with no rated product, including Earth Science, the standards-built social studies courses, Health, Financial Literacy, and physical education, the applicant group documents alignment through the course development process, including a standards-alignment map by domain, text-complexity documentation, rigor indicators mapped to the review criteria, and summative alignment to state assessment task types, with course design led by staff holding Quality Matters certification. However, the applicant group identifies Activate Learning OpenSciEd Chemistry as Tier 1, a rating that cannot be verified: the state tiered review report lists no Activate Learning chemistry submission at any tier, and the Tier 1 rating for OpenSciEd chemistry belongs to the Carolina Certified Version. The applicant group also states that no rated product

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			exists for the social studies courses, while rated products for high school civics and United States history do exist, each rated Tier 3. • In the seven-page response, the applicant group clarifies that they will use LDOE-developed resources (Foundations of Freedom and Land of Liberty) to build standards-based social studies courses, noting that both align with the 2022 Louisiana Student Standards. The group further states that the LDOE instructional materials review designates Activate Learning Certified OpenSciEd Biology and Chemistry as Tier 1, a finding confirmed by the current comprehensive tiered review report.
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group indicates that the school does not have a separate specialized academic focus, and the pathway emphases central to the model are addressed in the High School Addendum.
EPC. 11	Provide a detailed hybrid learning plan that includes the following: a. Circumstances under which this plan would be implemented; b. A plan to acquire and disseminate technology to students; c. A plan to track and monitor attendance in	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	☐ Meets ☐ Does Not Meet • Not applicable. Online delivery is a permanent feature of the model rather than a contingency measure. The elements addressed by this question (e.g., technology acquisition and

Educational Program and Capacity: Academic Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	a virtual setting; d. Identification of the Learning Management System (LMS) to be employed; e. A plan to provide training and technical support on the LMS to staff, families, and students; and f. A plan to communicate with staff, families, and students virtually.		distribution, attendance tracking in a virtual setting, the learning management system, technical support, and virtual communication) are evaluated under the Virtual Operator Addendum.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	☐ Meets ☐ Does Not Meet • Not applicable
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.12	List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including: a. How the proposed school will establish baseline data; b. A plan for collecting data in accordance with R.S. 17:3911; c. A plan to establish student performance goals; and d. Core components of professional development and how these components will support effective implementation of the educational program.	EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to the expectations outlined in the Charter School Performance Compact, including LEAP 2025, ACT*, and graduation rate*. *as applicable.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group presents a table of measurable academic goals covering LEAP 2025 English and mathematics end-of-course proficiency, ACT composite and WorkKeys, cohort graduation rate, and two internal measures for credit accumulation and industry-based credential attainment. Year 1 establishes baselines, with targets rising annually thereafter, all framed against a population entering multiple years behind. However, the goals omit required areas. Proficiency targets are set only for the English and mathematics end-of-course assessments and do not include science or social studies, even though the applicant group identifies the Biology and Civics end-of-course assessments as required and plans to administer both. • In the seven-page response, the applicant group clarifies that the established LEAP 2025 performance targets apply to all required high school assessments, including Biology and Civics, and the applicant group provides the annual targets for each year of the charter term.

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes collecting and reporting student-level data as a local education agency through the state's information and reporting systems, with role-based access, federal privacy compliance, and subgroup attributes that enable disaggregation. The plan identifies LEAP 2025 and ACT results collected through the state assessment administration and reported per Bulletin 118; attendance and discipline data collected per state reporting requirements; and diagnostic, platform, credential, and dual enrollment data collected on stated cycles.
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the board will adopt the five-year goals with the charter and memorialize them in the Performance Compact executed with BESE. They explain that the executive director will report progress against each measure to the board quarterly, and that the board will conduct a formal annual review each fall, when School Performance Scores and assessment results are released, comparing actual performance against the adopted targets and the

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Performance Compact expectations. The applicant group further describes how those comparisons drive goal setting: when performance exceeds the adopted targets, the board will raise subsequent-year thresholds, and when performance does not meet them, the annual review will require a written improvement response from the executive director specifying the instructional, staffing, or scheduling changes to be made. They note that revisions to adopted goals follow a defined protocol, proposed by the executive director with supporting data, adopted by board vote, and submitted to the authorizer when a material amendment is required.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that professional development will include a component on data analysis and response that covers how staff read Canvas engagement dashboards, interpret formative and competency-map data, trigger and respond to early alerts, and participate in weekly data cycles, delivered at onboarding with an annual refresher. They explain that the school will operationalize this through a weekly data meeting during which success

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			navigators, the pod principal, and the regional director of student success review platform, attendance, and completion indicators (and assign actions), and through an annual program review in which cohort outcomes drive the following year's professional development priorities.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.13	Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should: a. Describe each assessment's purpose, design, format, and rationale for its selection; b. Describe how the school will collect and analyze assessment results; c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards; d. Provide exit standards that clearly set forth what students will know and be able to do; e. Describe how the school will collect and analyze assessment results; and f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.	EPC.13.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the purpose, design, format, and frequency of each assessment: TABE 13/14, with TABE CLAS-E for English learners, administered at enrollment and re-administered annually as the diagnostic informing placement and the competency map; the Canvas formative system, which continuously captures module quizzes, scored performance tasks, and competency checkpoints; and summative measures, including the LEAP 2025 end-of-course assessments, the ACT and ACT WorkKeys, industry-based credential examinations, and dual enrollment course grades. The applicant group also identifies the assessments embedded in the adopted Tier 1 curricula.
		EPC.13.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting academic standards beyond the Louisiana Student Standards.
		EPC.13.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school is not adopting

Educational Program and Capacity: Assessments			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		should be able to meet upon conclusion of grade level/content area.	academic standards beyond the Louisiana Student Standards.
		EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a review cadence that specifies who reviews which data and how often: weekly reviews of formative, early-alert, and attendance indicators by success navigators and the regional director of student success; semester reviews against the credit and competency maps; annual re-administration of the diagnostic; and annual board review of cohort-level summative results.
		EPC.13.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group explains how assessment data will inform programmatic decisions (e.g., rotation schedules and caseloads), curricular decisions (e.g., pacing and pathway mix), and professional development priorities.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.14	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	EPC.14.1 [Students with Disabilities] The plan includes: a. Procedures for the identification of student disabilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group commits to identifying students with disabilities through universal screening at entry and referring them to Pupil Appraisal under Bulletin 1508 within state timelines; to developing and implementing individualized education programs under Bulletin 1530, with service minutes scheduled in each student's rotation and the rotation expanded when required minutes exceed it; to using diagnostic and platform performance data to personalize instruction and set accommodations; and to monitoring progress against measurable program goals at least as often as reporting for students without disabilities. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including evaluations and services delivered by qualified providers. However, the applicant group assigns individualized education program development and specially designed instruction to the learning support specialists, who are budgeted at a salary level consistent with paraprofessional rather than qualified special education staffing, and no qualified special education position appears to be budgeted in any year, so

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			it is not clear that these functions will be carried out by personnel qualified to perform them under Bulletin 1530. • In the seven-page response, the applicant group clarifies that Learning Support Specialists will not develop individualized education programs or deliver specially designed instruction unless appropriately certified, and that certified special education teachers and other qualified personnel under the director of academics, SPED & federal programs will carry out these functions. They state that the Year 1 special education allocation funds certified special education personnel, evaluations, specialized instruction, and related services, and that staffing will scale with the number and needs of enrolled students with disabilities. FPC.34.2 addresses whether the allocation is sufficient to support this staffing.
		EPC.14.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines corrective action addressing both disproportionality and over-identification as well as under-identification, which they identify as the particular risk for this population. They state that identification and outcome data will be disaggregated by subgroup

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			and compared with expected and system-wide rates in both directions. The applicant group explains that if the data indicates disproportionality, the school will conduct a root-cause analysis, audit Child Find and screening practices, strength Tier 1 and English Learner supports so academic or language gaps are not misread as disability, provide targeted professional development, and continue monitoring with reporting to the board and the state. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the director of academics, SPED & federal programs as responsible for monitoring identification and outcome data for disproportionality and leading corrective action, working with the director of testing, accountability & enrollment on subgroup analysis, and coordinating with Pod Principals and qualified special education personnel to implement site-level actions, with results reported to the executive director and the governing board.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.14.3 [English Learners] The plan includes: a. Procedures for the identification of students as English Language Learners (EL Guidebook). b. Service delivery model c. English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support d. Creation and implementation of Individualized Learning Plan (ILP). e. Monitoring student performance in accordance with ILPs	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes how English learners are identified using a home language survey and the state English Language Proficiency Screener, in accordance with state timelines and the EL Guidebook. They outline intended supports differentiated by proficiency level and establish an individualized learning plan (ILP) with language and academic goals, monitored through periodic reassessment, the annual English Language Proficiency Test, and state exit criteria. However, the ELD curriculum is not identified; the applicant group commits to adopting one through an instructional materials review process, with candidates still under evaluation. The plan also does not describe the ILP development process, required team members, or parent engagement in creating the plan. Finally, no ELD instructional staff or bilingual personnel appear to be budgeted in any year. The applicant group indicates the school will not build this capacity itself, pointing instead to the corporate partner's adult education English as a Second Language program and the colleges' translation and interpretation services, neither of which establishes capacity to deliver ELD instruction

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			aligned with the state English Learner Guidebook. The supplemental Shared-Service Fee Schedule itemizes the services LCTCS will provide and does not include English learner services. • In the seven-page response, the applicant group states that qualified English Language Acquisition and ESL instructional personnel within the corporate partner's WorkReady U network will be provided in kind to support English Learners, supplemented by an annual allocation for English Language Development curriculum, contracted qualified personnel as needed, individualized learning plan development, professional development, and language access, with these services scaling with enrollment and proficiency levels. The funding for these services is addressed at FPC.34.2. However, the applicant group does not identify the English Language Development curriculum or describe the individualized learning plan development process, required team members, or role of parent engagement in plan creation. • During the interview, the applicant group indicated that the school will utilize Language Tree Online as its ELD curriculum. The applicant group also described the process for individualized learning plan development, explaining

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			that the director of academics, special education, and federal programs will lead the development with input from the student and the student's success navigator, core content teachers, and parent or guardian.
		EPC.14.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action if English Learner identification proves disproportionate or inaccurate. They describe disaggregating identification, service, and reclassification data against expected ranges, conducting root-cause analysis, auditing screening and reclassification decisions, adjusting the service delivery model and ELD supports, providing targeted professional development, and monitoring through board and state reporting. However, the applicant group attributes each of these steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the director of academics, SPED & federal programs as responsible for monitoring English Learner identification, service, progress, and reclassification data and for leading corrective action, with the director of testing, accountability & enrollment

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			supporting subgroup analysis and state reporting, and qualified English Learner instructional personnel and Pod Principals implementing site-level actions.
		EPC.14.5 [Academically Behind] The plan includes: a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group notes that students who are academically behind are the school's central design population, so monitoring these students is the school's core academic architecture. They explain that a diagnostic at enrollment (TABE) establishes each student's starting point, the Academic Completion Plan serves as the intervention plan, and progress is tracked through fixed-cycle reviews of platform early-alert indicators, with immediate Success Navigator outreach when indicators slip and a Pupil Appraisal referral when a student persistently does not respond to intervention. In the supplemental Shared-Service Fee Schedule, the applicant group funds tutoring and instructional support. However, while the applicant group states that students entering with significant gaps in literacy or numeracy begin in a dedicated foundational skills block, the instructional materials are not identified. • In the seven-page response, the

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			applicant group identifies the instructional materials for intervention support: LDOE Literacy Interventions and Foundational Tools resources, including Decoding Multisyllabic Words, for foundational literacy; and LDOE Accelerate Math resources aligned with Algebra I and Geometry for numeracy, both integrated with the adopted core curricula. They state that TABE diagnostic results and course-performance data determine the materials assigned within each student's Academic Completion Plan.
		EPC.14.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines steps for corrective action adapted to a school where identification as academically behind is near-universal by design: rather than monitoring identification rates, they monitor whether English Learners, students with disabilities, and students at each entry diagnostic level progress at rates consistent with the full cohort, with disproportionality in progress prompting root-cause analysis, adjustment of materials and pacing, intensified support, targeted professional development, and continued monitoring with board reporting. However, the applicant group attributes each of these

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			steps to the school without identifying the responsible personnel. • In the seven-page response, the applicant group identifies the Director of Student Success as responsible for leading subgroup progress monitoring through a weekly review of Academic Completion Plan, attendance, engagement, and course-performance data; the applicant group identifies the director of academics, SPED & federal programs as responsible for leading root-cause analysis and directing adjustments, with Success Navigators and Learning Support Specialists implementing interventions, and Pod Principals monitoring site-level implementation.
		EPC.14.7 [Academically Ahead] *(Only if planning to offer a Gifted/Talented program*) The plan includes: a. Procedures for the identification of student abilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.14.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	☐ Meets ☐ Does Not Meet • Not applicable. In the application, the applicant group indicates that the school will not offer a gifted/talented program.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.15	Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including: a. Describe how the school will communicate its approach and related policies to students and families; b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline; c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings; d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and e. The supervision plan for the alternate setting of suspended/expelled students.	EPC.15.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a discipline approach built on a multi-tiered system of supports and positive behavior interventions and supports (PBIS). Policies are codified in a board-approved student and family handbook provided at enrollment, reviewed at a required orientation, acknowledged in writing, and available in families' home languages, with families notified of the policies at least annually. Ownership of the framework is assigned: the job descriptions in Appendix 4 place the discipline and PBIS framework with the Director of Academics, SPED, and Federal Programs, and on-site administration with the Pod Principal, both included in the budget. However, two elements of the described approach are not staffed: 1) the Tier 1 description includes mental health support from licensed professional counselors at a stated 250:1 ratio, and no counselor position is budgeted in any year; the Shared-Service Fe Schedule lists base advising, library, and disability-access coordination among the student-support services provided in kind and does not include counseling; 2) the advisory structure named as a vehicle for teaching expectations and reinforcing

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			restorative norms is not defined in the application and the applicant group does not identify who will serve as advisors. • In the seven-page response, the applicant group revises the counseling component of its model, stating that mental health counseling and crisis intervention services will be accessed through contracted providers and existing LCTCS campus staff rather than a stated counselor-to-student ratio. Success Navigators will coordinate referrals, and the director of student success will monitor access and follow-through. They further clarify that each student's Success Navigator will serve as the student's advisor, with advisory delivered in scheduled small groups during campus rotations, and that the director of student success will establish the advisory scope and sequence.
		EPC.15.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies specific alternatives to exclusionary discipline, including restorative conferences, community circles, and peer mediation; re-entry and reflection conferences in lieu of out-of-school suspension; educational conversations, coaching, and behavioral contracts; check-in/check-out and mentoring with the success navigator;

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			functional behavioral assessments paired with behavior intervention plans for recurring behaviors; referrals to counseling and mental health services; and structured social-emotional instruction, targeted assignments, supervised loss of privileges, and family problem-solving. Suspension and expulsion are reserved for serious offenses and conduct for which removal is mandated by statute, with no blanket zero-tolerance policy. However, personnel to deliver two of the named alternatives are not established. Functional behavioral assessments and behavior intervention plans require qualified personnel, yet no school psychologist, behavior specialist, or comparable position appears in the Appendix 4 job descriptions or in the budget in any year. The supplemental Shared-Service Fee Schedule includes evaluations among the special education services LCTCS will provide but does not specify whether functional behavioral assessments are among them. Referrals to counseling and mental health services depend on counselors who are likewise not budgeted and are not among the student-support services itemized in the fee schedule. • In the seven-page response, the applicant group clarifies that qualified

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			behavioral and special education personnel will conduct functional behavioral assessments and develop behavior intervention plans under the shared-services agreement, and that the Year 1 special education allocation expressly includes behavioral assessment and intervention services. FPC. 34.2 addresses the sufficiency of the allocation. The applicant group further states that counseling and mental health services not arising from an individualized education program or Section 504 plan will be accessed through LCTCS campuses and contracted providers, with Success Navigators coordinating referrals and the director of student success monitoring follow-through.
		EPC.15.3 The proposed school's plan to protect student rights and the process by which disciplinary actions and proceedings will be handled.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes due-process protections for all students facing discipline and additional protections for students with exceptionalities consistent with federal requirements. Responsibility is assigned to positions in the staffing plan and budget: the Appendix 4 job descriptions place administration of discipline with due process at the pod level with the pod principal and ownership of the discipline framework

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			with the director of academics, special education, and federal programs, who also oversees protections for students with exceptionalities, convenes the individualized education program or 504 team, and provides parents with prior written notice and procedural safeguards.
		EPC.15.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes logging all disciplinary incidents, interventions, and outcomes in a case-management system (Maxient), with data disaggregated by race and ethnicity, disability status, English learner status, gender, economic disadvantage, and age band. They state that school leadership will review the data monthly, that the board will review it on a regular cycle as part of its organizational-goal monitoring, and that subgroup rates will be compared with schoolwide rates and goal thresholds. The applicant group states that when there are indications of disproportionality, including significant disproportionality in the discipline of students with disabilities, the corrective sequence will include root-cause analysis, an audit of how the code of conduct is applied, targeted professional development, including implicit bias

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			training, strengthened Tier 1 practices, expanded prevention programming, and state reporting. The Appendix 4 job descriptions assign ownership of the framework and its case-management platform to the director of academics, special education, and federal programs.
		EPC.15.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies a specific alternate setting that is not the student's home: a supervised on-campus reflection and re-engagement room where students continue assigned coursework, receive support, and complete a restorative re-entry process before returning. Students on out-of-school suspension retain access to coursework; students with disabilities continue to receive free appropriate public education and program services; and expelled students receive coordinated alternative educational services and a transition plan. Site leadership is established, with a pod principal identified in the Appendix 4 job descriptions and budgeted at one per pod. The supplemental Staffing and Management document identifies pod-level positions, including a campus coordinator and learning support specialists for each pod. However,

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			although the applicant group states that the on-campus room will be staffed by a trained adult, no budgeted position is identified for that staffing function. • In the seven-page response, the applicant group clarifies that one of the three budgeted learning support specialists at each pod will be assigned on a rotating basis to supervise the alternate setting when it is in use. The Pod Principal will oversee placement, safety, documentation, and return-to-program decisions, and the student's Success Navigator will participate in restorative re-entry. However, the response does not sufficiently explain how learning support specialists' existing responsibilities (e.g., delivering accommodations to students with disabilities) will be covered while supervising the alternate setting. • During the interview, the applicant group explained that the pod principal will make daily coverage assignments to determine which learning specialist will supervise the alternate setting, explaining that the school's hybrid model allows for this approach to coverage. The applicant group explained that success navigators may be used as back-up personnel for the alternate setting as well.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252)	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	☒ Meets ☐ Does Not Meet • In Appendix 2, the applicant group provides a draft school master plan for improving behavior and discipline that addresses each required element: positive behavior support through MTSS built on PBIS with tiered interventions; safe school planning covering a crisis and emergency operations plan, threat assessment, coordination with host campus security and law enforcement, and online safety; parental and community involvement drawing on the family engagement structures described in the narrative; interagency cooperation with a named point of contact for coordination with juvenile justice, behavioral health, and youth-serving agencies; student records maintained under role-based access consistent with federal privacy law, including transfer timelines and required suspension and expulsion notations; and the Families in Need of Services (FINS) process for students under 18 subject to compulsory attendance. The plan closes with a statement of compliance certifying board adoption, alignment with La. R.S. 17:252 and related discipline and due-process provisions, and annual review.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
EPC.16	How will the school engage parents/guardians and the community once it's open, including: a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.	EPC.16.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan to build family-school partnerships, anchored in a consistent point of contact with the success navigator, observer access to coursework and progress in the learning management system, and two-way communication by phone, text, email, and in person. Engagement opportunities vary by time, with events scheduled across mornings, evenings, and weekends; by type, ranging from academic conferences and financial aid nights to workshops for families supporting a returning learner and volunteer and advisory roles; and by response option, with in-person, virtual, phone, print, and survey formats available in families' home languages. The applicant group explains that community stakeholders, including employers, workforce partners, host colleges, and youth-serving organizations, will be engaged as advisors on the school's direction in addition to service providers.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		EPC.16.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group states that the school will convene a standing design advisory council of students, parents and guardians, employer partners, and host college representatives, meeting at least twice yearly to review priorities, surface concerns, advise on decisions affecting students and families, and report to the executive director with a written summary for the board. They note that the school will administer annual family and student satisfaction and climate surveys, report results to the board, use them to set improvement priorities, and communicate back to families what changed, with the founding community needs survey re-administered annually as a baseline. They further state that the board will hold open, publicly noticed meetings with a standing public comment period, and that a tiered grievance procedure will carry unresolved concerns to the board on appeal.
Appendix 3	Provide a draft Grievance Policy.	Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and	☒ Meets ☐ Does Not Meet • Appendix 3 of the application includes a draft grievance policy that establishes a three-step escalating procedure for students, families, staff, and community

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		response, how decisions can be appealed, and how complaints are escalated to the board.	members. Under the policy, complaints are first raised directly between the parties involved, then submitted in writing to the pod principal or, if the concern involves the pod principal, to the regional director of academics, special education, and federal programs. The policy sets responsible parties and timelines at each step: the Pod Principal convenes the affected parties within 48 hours. Unresolved matters may be submitted in writing to the board. The board chair or designee confirms that the prior steps were followed before the complaint is added to the agenda. The board then investigates and facilitates a resolution within seven days, and its decisions are final. The policy also routes criminal matters to the proper authorities and suspension and expulsion matters to the school master plan for improving behavior and discipline and to applicable state law.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.17	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.17.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines the roles and responsibilities of the charter board, the executive director, the regional leadership team of four directors, the pod-level team (comprised of the pod principal, campus coordinator, learning support specialists, and success navigators), and the contracted back-office financial services provider, including reporting lines. In the supplemental Staffing and Management document, the applicant group describes the corporate partner's role, stating that LCTCS employs, supervises, and evaluates all course instructors; that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment; and that special education compliance is shared. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services LCTCS will provide, including instructional delivery, administration of the learning management and enterprise systems, special education and related services, credential examinations, testing-center proctoring, tutoring, lab consumables, and facilities. However, the supplemental Staffing and Management

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			document describes the pod-level leadership role differently from the application, identifying a Pod Administrator at approximately one per 250 students, without reference to the Pod Principal the application identifies as leading each pod, and without indicating whether the position renames, replaces, or supplements that role. Further, the Shared-Service Fee Schedule refers to facilities. While the schedule indicates facility fees are in kind/included and are charged at a rate of $0, a line-item referencing facilities in the Shared-Service Fee Schedule is in conflict with the proposed corporate partnership, which is based on donating facility space to the school. • In the seven-page response, the applicant group clarifies that the reference to a Pod Administrator was a drafting error and does not denote a separate position. They confirm one Pod Principal per active pod, reporting to the executive director and supervising the Campus Coordinator and learning support specialists, consistent with the application, job descriptions, and budget. They also state that the Staffing and Management document will be revised to remove the 1:250 reference.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.17.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.
OPC.18	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.18.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a reporting structure in which the executive director reports to the board; the four regional directors report to the executive director; the pod principals report to the director of academics, special education, and federal programs; and the campus coordinator and learning support specialists report to the pod principal, with success navigators reporting to the director of student success and the pod principal serving as their on-site contact. In the Staffing and Management document, the applicant group states that all course instructors are employed, supervised, and evaluated by LCTCS, and that LCTCC retains the right to review instructor qualifications, syllabi, attendance, grades, and credential attainment. The applicant group provides a rationale explaining that the structure gives the board a single point of accountability in the executive director, keeps partner-delivered services as a contracted relationship

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			rather than a governance one under board-approved agreements, and allows growth to add campuses without adding management layers. However, the applicant group does not demonstrate that these lines of accountability support the school model, as the school is accountable for academic outcomes produced by instructors it does not supervise, and the rationale does not address how the school will direct or evaluate that instruction. • In the seven-page response, the applicant group clarifies the division of authority between the corporate partner and the school, stating that LCTCS retains personnel supervision and employment evaluation of its faculty, while LCTCC retains academic and performance oversight, including authority to set instructional and student-performance expectations, review faculty qualifications and materials, and observe instruction.
OPC.19	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.19.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding pupil to teacher ratios for charters.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.20	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.20.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines procedures for recruitment, including posted job descriptions that state required credentials; structured selection with credential verification and reference checks; offers contingent on a satisfactory background check; progressive discipline; dismissal for cause with due process; and non-discrimination throughout. They extend background check requirements to third-party contracted staff and to partner personnel assigned to the school's students. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS.
OPC.21	Explain how the school intends to handle teacher changes/turnover.	OPC.21.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes plans to cover its own positions by redistributing success navigator caseloads within the stated ratio while a vacancy is posted and filled; a written succession and cross-coverage plan designating an acting owner for each leadership function, with an approved coverage plan required before extended leave; and cross-training with rotating coverage among

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the campus coordinator and learning support specialists. In the Staffing and Management document, the applicant group states that when an instructor changes, the delivering college reassigns a qualified faculty member under its own staffing procedures. However, the applicant group does not describe a substitute pool or designated coverage staff, and the substitute teacher and aide lines in the overview template carry no budgeted amounts in any year. • In the seven-page response, the applicant group clarifies that instructional substitute coverage is provided through LCTCS, which maintains a pool of qualified faculty, adjunct, and credentialed instructional personnel available for temporary and extended coverage, planned leave, and vacancies, with the delivering college assigning coverage and LCTCC retaining authority to review qualifications. They state that this capacity is funded within the existing Instructional Capacity Reserve in the Shared-Service Fee Schedule, so no separate substitute-teacher expenditure appears in the school's budget.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader has previous experience that indicates capacity to lead the school and improve student outcomes.	☒ Meets ☐ Does Not Meet In Appendix 4, the applicant group identifies Dr. Michelle Clayton as the founding executive director and highlight her 25+ years of educational leadership. They note Dr. Clayton's service as superintendent of University View Academy, the largest online charter school in Louisiana; as deputy superintendent of the East Baton Rouge Parish School System; and as executive director of academics for Zachary Community School District during its rise to the state's top ranking. The applicant group links Dr. Clayton's experience to outcomes, noting that under her leadership, University View Academy led the state in the percentage of high school students earning associate degrees. They further identify her school superintendent certification, Quality Matters certification in online course design, and prior service as the state accountability lead who developed Louisiana's first School Performance Score calculator.

Organizational Plan and Capacity: School Leadership Team Capacity *All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.*			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the academic, operational and/or financial functions of a given organization. If not identified, the provided job description requires experience in a role that holds a high level of responsibility and accountability for the academic, operational and/or financial functions for a given organization.	☒ Meets ☐ Does Not Meet • In Appendix 4, the applicant group identifies one member of the leadership team (the executive director, described above) and provides job descriptions for the four remaining regional director positions and the pod principal. Each job description requires prior experience with a high level of responsibility and accountability for academic, operational, or financial functions, specifying leadership-level rather than entry-level qualifications. These include master's degrees and five years of leadership experience for the academic and site leadership roles, and three to five years of operations, financial management, or accountability experience for the remaining positions.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.22	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.22.1 The applicant describes board member's described role on the board and area of expertise for school governance.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster that describes each member's role, major responsibilities, and areas of expertise across academics, finance, legal issues, management and operations, and community relations, and the roster identifies which members are independent of the corporate partner. The roster is consistent with the resumes provided in Appendix 5, which are supplied for each of the five seated members.
		OPC.22.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides a board roster listing each member's role, major responsibilities, and areas of expertise: W. Chandler LeBoeuf as board chair with academic and workforce oversight, bringing higher education, leadership, and community relations expertise; Richard Nelson as board treasurer and Finance Committee member, bringing statewide public governance, finance, and legal expertise; Tommy Screen as board secretary and Governance Committee member, bringing legal, operations, and government relations expertise; Shep Buckman on the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Finance Committee with a pending treasurer nomination, bringing finance and asset management expertise; and Adam Knapp overseeing employer partnerships and pathway alignment, bringing workforce and economic development expertise. The applicant group identifies the first three as the directors appointed by the corporate partner under the bylaws, holding the positions of system president, executive vice president, and general counsel, and identifies Buckman and Knapp as independent members. The roster aligns with the resumes provided in Appendix 5.
		OPC.22.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies five confirmed board members, meeting the minimum for a Type 2 charter, and the applicant group provides resumes for each in Appendix 5. They state that the bylaws set the board at seven directors and that the two remaining seats will be filled by independent members.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	☒ Meets ☐ Does Not Meet • In Appendix 5 of the application, the applicant group provides a resume for each of the five seated board members,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			along with a summary identifying each member's current position, education and credentials, and the expertise they bring to the board.
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	☐ Meets ☐ Does Not Meet ☒ Non-Evaluative • This standard is non-evaluative, given discrepancies in law and policy regarding residency requirements for governing board members of Type 2 charters.
OPC.23	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC.23.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group provides an accounting of the relationships that could pose actual or perceived conflicts. They disclose that three board members hold senior positions with the corporate partner (LCTCS), identifying the partner's president (serving as board treasurer), its executive vice president (serving as board chair), and its general counsel (serving as the school's registered agent), and they identify LCTCS as the school's corporate sponsor, shared services provider, and host of the launch site. The applicant group attaches a 2019 Louisiana Board of Ethics opinion addressing a similar governance arrangement and states that no board

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			member has any undisclosed financial, familial, or contractual relationship that would pose an actual conflict.
		OPC.23.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes an operational process for identifying and managing conflicts: annual written disclosures are screened against every board and committee agenda by the governance and nominating committee; interested members recuse themselves from discussion and vote, with approval only by a majority of disinterested directors; partner transactions are periodically reviewed for arm's-length reasonableness; annual ethics training is provided; and failure to disclose is subject to discipline. They further commit to obtaining a board of ethics advisory opinion before executing any agreement with the corporate partner and identify a pending nomination that would move the treasurer role to an independent director.
		OPC.23.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	☐ Meets ☐ Does Not Meet • Not applicable. The applicant group states that the school does not contract with an Education Service Provider.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
OPC.24	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.24.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group demonstrates an understanding that the board serves as a governing body rather than the entity executing daily operations. The applicant group states that the board holds fiduciary and policy authority exercised through mission-setting, policy adoption, goal setting, oversight of the executive director, and compliance assurance, while the executive director and staff carry out operations. The applicant group also identifies safeguards against operational drift, including bylaw provisions that separate the board's governance authority from the executive director's authority over day-to-day operations, a rule that operational direction flows to staff only through the executive director, an annual board self-evaluation, and committees that advise without managing operations. The Staffing and Management document states that the model intentionally separates instructional delivery from school governance.
		OPC.24.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes the board's supervisory relationship as reporting to the executive

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		school leader, CEO, or Educational Services Provider (ESP) (as applicable).	director. They explain that the board hires, supports, sets annual goals for, and formally evaluates the leader, and that the board holds the leader, rather than individual staff, accountable for results. The Staffing and Management document states that the model separates instructional delivery from school governance, with the school independently governed by its board and led by its executive director.
		OPC.24.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies three standing committees with defined roles supporting the work of the full board: a finance committee overseeing the budget, financial reporting, internal controls, the annual audit, and financial goals; a governance and nominating committee overseeing bylaws, board recruitment, Open Meetings and Public Records compliance, and conflict of interest administration; and an executive committee coordinating the board's work between meetings.
OPC.25	List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.	OPC.25.1 The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation that align to the expectations outlined in the Charter School Performance Compact.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group sets year-specific organizational and financial goals for each of the first

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			five years. Organizational goals cover enrollment as a percentage of budgeted enrollment, persistence and average daily attendance, special education compliance, open-enrollment and lottery compliance, board governance compliance, on-time state and authorizer reporting, staff retention, and family and student satisfaction. Financial goals follow the Performance Compact framework and address near-term and sustainability indicators, including current ratio, unrestricted days cash on hand, total margin, debt-to-asset ratio, cumulative cash flow, budget-to-actual variance, unrestricted fund balance, a clean independent audit, and a low Fiscal Risk Assessment level. However, the organizational goals omit suspension rates, which the Performance Compact identifies as an organizational indicator, even though the applicant group references discipline goal thresholds elsewhere in the application. • In the seven-page response, the applicant group amends the organizational goals table to include annual out-of-school suspension rate targets for each year of the charter term, declining from 10.1 percent in Year 1 to 6.0 percent in Year 5. The group also states that suspension data will be monitored via the performance

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			dashboard and disaggregated by subgroup.
OPC.26	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.26.1 The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for the board to monitor the school's progress toward its academic, organizational, and financial goals. The applicant group states that the board will formally adopt the goals and track them using a performance dashboard reviewed at each regular meeting. They explain that the dashboard will report the status, trends, and progress toward the target for each goal. They also note that the finance committee and the governance and nominating committee will conduct a deeper review of progress and report to the full board.
OPC.27	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC.27.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group articulates a set of standards the school leader must meet, weighted to reflect Charter School Performance Compact metrics across all three areas: academic performance, addressing the School Performance Score and letter grade, LEAP 2025, ACT, and cohort graduation rate; organizational and operational health, addressing

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			enrollment, persistence, attendance, out-of-school suspension rate, special education compliance, and staff retention; and financial stewardship, addressing budget management, a clean audit, Fiscal Risk Assessment standing, and lawful use of public funds.
		OPC.27.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines the information used to determine whether the leader has met each standard, the evaluation timeline and frequency, and the process for collecting that information. They identify state and authorizer data, including the Annual Review, School Performance Score, LEAP 2025, ACT, graduation rate, and fiscal risk assessment, along with the annual audit, monthly budget-to-actual statements, the leader's written self-evaluation, compliance records, stakeholder surveys, and site visits. They describe a continuous annual cycle: standards adopted by board vote at the start of the year, dashboard review at each board meeting, a mid-year formative check-in with written feedback, an annual summative evaluation following the release of state and audit data, and off-cycle reviews triggered by any material early-warning signal.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.27.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a corrective action process for use if the leader fails to meet accountability measures, with defined roles for both the board and the leader: written notice of the off-track measure, a required root-cause analysis, and a corrective-action plan specifying interventions, owners, milestones, and timelines; a formal performance improvement plan of approximately 30 to 90 days if the measure does not improve, with progress reviewed at each board meeting; and non-renewal or termination under board personnel policy if performance still does not improve.
OPC.28	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including: a. Identify how the board will monitor the school's financial position; and b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.	OPC.28.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.	☒ Meets ☐ Does Not Meet • According to the application narrative, the applicant group will implement a comprehensive financial management system supported by a contracted back-office financial services provider, an independent auditor, and financial policies adapted from LCTCS to meet charter school requirements. Additionally, the application narrative identifies several proposed financial procedures, including, for example, monthly board review of budget-to-actual reports and cash position,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			purchasing controls such as purchase orders, receiving verification, and invoice matching, annual independent audits, and segregation of duties among the governing board, school leadership, and the contracted back-office financial services provider. However, the application provides limited detail regarding payroll policies and procedures. • In the seven-page response, the applicant group details payroll policies and procedures, including required personnel documentation before payroll entry, supervisor-approved time records, a preliminary payroll register review and reconciliation by the director of operations, final authorization by the executive director, and post-payroll reconciliation each cycle, processed through the contracted back-office provider. They state that no individual may initiate and approve their own compensation or payroll change and that payroll records and approvals will be retained for audit.
		OPC.28.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.	☒ Meets ☐ Does Not Meet • According to the application narrative, the proposed financial policies and procedures are generally aligned with accepted financial management practices and are likely to support the

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			organization's financial health and compliance with legal and statutory requirements. The application describes board oversight, segregation of duties, independent audits, purchasing controls, financial monitoring, and conflict-of-interest reviews designed to safeguard public funds. However, the application does not describe how the referenced LCTCS financial policies will be adapted to address the operational and compliance requirements specific to a public charter school. • In the seven-page response, the applicant group clarifies that LCTCS financial policies will serve only as a starting framework and that the governing board will adopt an LCTCS-specific fiscal policies and procedures manual before opening. They state that the manual will be reviewed by the director of operations, the contracted back-office provider, legal counsel, and the finance committee. The applicant group identifies the charter-specific requirements the manual will incorporate, including Bulletin 1929 and LAUGH accounting and reporting, LDOE budget and financial reporting, Legislative Auditor compliance, MFP enrollment and revenue reconciliation, federal grant requirements, procurement, conflicts of interest, and payroll controls, with annual Finance

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Committee review.
		OPC.28.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.	☒ Meets ☐ Does Not Meet • According to the application narrative, the applicant group identifies the personnel and organizations responsible for managing and overseeing the school's financial operations, including the governing board, executive director, director of operations, contracted back-office financial services provider, and independent auditor. Additionally, the application further describes a management and oversight structure that includes board oversight, monthly financial reporting, segregation of duties, and annual independent financial audits. Appendix 7 also provides evidence of the qualifications and experience of the contracted back-office financial services provider and independent audit firm, demonstrating that collectively the identified personnel, organizations, and oversight processes are likely to support the school's financial health and long-term viability.
		OPC.28.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.	☒ Meets ☐ Does Not Meet • According to the application narrative, financial oversight will include segregation of duties among the governing board, executive director,

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			director of operations, and contracted back-office financial services provider; board approval of budgets, contracts, and depositories; dual authorization of disbursements; documented purchasing controls, including purchase orders, receiving verification, and invoice matching; conflict-of-interest reviews; and annual independent audits.
OPC.29	Describe the plan for the training and development of new members and continuing members.	OPC.29.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a process for assessing the board's strengths and weaknesses and a training plan to address identified gaps. They describe a board skills matrix that maps members to the five required expertise areas and governance competencies, and they state that the governance and nominating committee leads an annual self-evaluation and gap analysis that informs the training plan. They identify training by focus, audience, frequency, and provider, covering core governance, open meetings and public records, ethics, special education and financial management training required within one year of seating, and topical training prioritized by an annual assessment.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		OPC.29.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a recruitment plan that prioritizes required expertise and an onboarding plan that familiarizes new members with the bylaws and board requirements. They state that the governance and nominating committee identifies priority expertise based on the current gap analysis; sources candidates through community, employer, and professional networks; evaluates candidates against criteria for expertise, mission commitment, independence, and absence of disqualifying conflicts; and recommends finalists to the full board. They describe structured onboarding completed before a new member votes, covering the mission and model, the bylaws and board policies, training on charter law, fiduciary duties, open meetings, and ethics, a signed conflict disclosure, and an onboarding binder with governing documents and current performance materials.
OPC.30	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.30.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines board meeting frequency and the procedures the board will follow to maintain compliance with the Open

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Meetings Law and the Public Records Act. They state that the board will meet no fewer than eight times per year, per the bylaws, and expects to meet monthly during startup and the first operating years, with an annual meeting each fiscal year and special meetings upon written notice. For open meetings, the applicant group describes public meetings with votes taken in open session, notice and agenda posted at least 24 hours in advance at the school and on its website, a public comment period, recorded votes and publicly available minutes, and executive sessions held only by a recorded two-thirds vote for statutorily permitted purposes. For public records, they designate the vice chairperson and secretary as custodian, commit to fulfilling requests within statutory timeframes, and describe records retention and the proactive posting of agendas, minutes, and governance documents. The described frequency and procedures are consistent with the bylaws in Appendix 6.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	☒ Meets ☐ Does Not Meet • In Appendix 6 of the application, the applicant group provides draft governing bylaws that reflect each of the key requirements. The bylaws set the board

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			at seven voting directors, with three appointed by the corporate partner while the Memorandum of Understanding is in effect; establish the offices of chairperson, vice chairperson, secretary, and treasurer, each appointed annually by the board; create three standing committees, Executive, Governance and Nominating, and Finance, with members appointed by the chairperson; and require the board to meet no fewer than eight times per year, with all meetings held in accordance with the Open Meetings Law and the Public Records Act. The bylaws also require an annual financial review by a public accounting firm, with the report distributed to every director, and bar directors and officers from any interest in school contracts except as permitted by La. R.S. 17:3991.1.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.31	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.31.1 Organizational role of team members matches their professional skill set.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group maps each area of the operations plan to a responsible role and states the qualifications for each, citing the founding executive director's resume and the job descriptions in Appendix 4 as evidence. The executive director's background in charter, traditional, and online school leadership aligns with the staffing and performance management areas she is assigned to; the director of academics, SPED & federal programs is assigned staffing and professional development, consistent with a job description requiring academic and special education leadership experience; and the director of operations is assigned general operations, finance, and facilities, consistent with a job description requiring school or business operations experience and demonstrated management of budgets, vendors, and contracted service providers.
		FPC.31.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on: a. staffing, b. professional development, c. performance management,	☒ Meets ☐ Does Not Meet • In the application narrative and in the job descriptions in Appendix 4, the applicant group identifies at least one member of the leadership team able to provide

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		d. general operations, and e. facilities management *If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.	expertise in staffing and performance management, assigned to the executive director, and in professional development and general operations, assigned to the director of academics, special education & federal programs and the director of operations, whose job descriptions require relevant experience. Facilities management is also assigned to the director of operations, whose job description assigns liaison responsibility for custodial, maintenance, life-safety, and code compliance and requires demonstrated management of budgets, vendors, and contracted service providers.
FPC.32	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	FPC.32.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan for managing non-academic services upon opening and identifies the position responsible for oversight of each key operational area. The director of operations oversees transportation, food services, purchasing, and student records, and the director of operations serves as liaison to the host campus facilities organization for custodial, maintenance, life-safety, and code compliance. The executive director shares oversight of purchasing and leads school safety with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			the director of operations and pod principals, and the campus coordinator and the director of testing, accountability and enrollment share oversight of student records. The applicant group describes how each area will be managed, including transit passes and a contracted transportation provider; meals on required campus days under the National School Lunch Program; a school-operated student information system rather than the colleges' postsecondary environment; and a Crisis and Emergency Operations Plan with a contracted school resource officer budgeted per site.
		FPC.32.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a transportation plan to meet the needs of the special population subgroups. For economically disadvantaged students, the applicant group states that the school will provide free transit passes where routes serve the campus. The applicant group notes that the pods are located on campuses that sit on existing transit-served sites and on a contracted, board-approved provider beyond transit reach, with stops coordinated to highest-need neighborhoods and schedules aligned with work obligations. For students with

Financial Plan and Capacity: Operational Management and Leadership			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disabilities, the applicant group states that the school will provide transportation as an individualized education program-related service regardless of distance, including specialized equipment, accessible vehicles, trained aides, and door-to-door service where required. Transportation is funded in the Overview Template each year.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.33	Explain the plan for student recruitment and marketing that will provide access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	FPC.33.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines a plan to generate interest and enroll students, describing an annual cycle that runs from fall campaigns through open enrollment, a public random lottery if oversubscribed, and orientation, supplemented by rolling enrollment so returning students are admitted as seats allow. They describe targeted outreach through district counselors, career and technical education and Jump Start coordinators, adult education intake staff, and workforce partners, with applications available online, on mobile devices, in person, and by mail at no fee processed through the enrollment platform funded in the Shared-Service Fee Schedule. However, the applicant group bases their recruitment strategy on a statewide market of approximately 45,700 students, roughly two-thirds of which comprises dual-enrollment and homeschooled students, rather than the population the school is designed to serve (over-age, under-credited students). • In the seven-page response, the applicant group removes dual-enrollment and homeschool students from the defined target market and

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			identifies a recruitment population of students ages 16 to 21 who are over-age and under-credited, have withdrawn or dropped out, are enrolled in adult education or equivalency programs, or are at substantial risk of leaving high school without a diploma. They report approximately 7,920 LCTCS adult-education students in that age range in 2024–25, including about 3,700 ages 16 to 17, against a Year 1 target of 500.
		FPC.33.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group identifies potential barriers to access and pairs each with a mitigation: geographic distance, mitigated by the statewide campus footprint and a virtual lobby for off-campus enrollment support; limited technology access, mitigated by mobile-friendly and public-computer applications and two-way text messaging; inability to visit during work hours, mitigated by evening and weekend enrollment options; housing instability, mitigated by multi-channel communication that does not depend on a fixed address; and language barriers, mitigated by translation and interpretation services. The applicant group states that applications are accepted online, via mobile device, in person, and by mail at no fee.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		FPC.33.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group outlines methods for providing access in accordance with R.S. 17:3991(B)(3), stating that the school will operate as an open-enrollment public charter school without discrimination on any protected basis, with admission by public random lottery if applications exceed available seats. They identify a single admission requirement, a minimum age of 16, which they tie to the mission on the grounds that career-pathway placements, employment-certificate rules, and clinical and field components generally open at that age.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.34	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.34.1 Projections are based on accurate, conservative, and legally compliant assumptions.	☒ Meets ☐ Does Not Meet • According to the proposed budget, the applicant group's revenue projections are based on assumptions that are mostly accurate and legally compliant. For example, the budget relies primarily on established state and federal funding sources and includes more than $1,050,000 in committed support from LCTCS. However, the budget presents ambitious enrollment numbers, growing from 500 to 5,000 students over the course of the first charter term. It is unclear whether demand could support this level of rapid scaling. Additionally, the application narrative states that future enrollment growth will occur through the expansion of pods into additional school districts, the budget assumes that all per-pupil revenue will continue to be generated from East Baton Rouge Parish throughout the five-year projection. As a result, it is unclear whether the projected per-pupil revenue assumptions accurately align with the proposed expansion model. • In the seven-page response, the applicant group clarifies that the five-year budget applies the East Baton Rouge Parish per-pupil rate throughout because parish-level enrollment distributions for future pods were not

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			available and states that this is a conservative assumption because that rate is below the statewide average and is more likely to understate than overstate revenue as the school expands. They further state that the enrollment trajectory is contingent upon demonstrated demand and activation of additional pods, and that projections will be updated using applicable LDOE funding calculations as student residence data become available. Because the school's overall financial model is predicated on a per pupil fee to LCTCS that increases or decreases based on student enrollment, this assumption is reasonable.
		FPC.34.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	☒ Meets ☐ Does Not Meet • According to the proposed budget, the applicant group allocates funding for the core administrative, operational, and some direct student academic supports necessary to implement the proposed program, including administrative personnel, technology, transportation for required in-person instructional days, and other operational expenses. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included in the fee paid to LCTCS across eleven components, provides the pricing methodology for

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			each, projects the fee at minimum, projected, and maximum enrollment for each of the five years, and confirms the fee at $7,000 per student, consistent with the financial model. The itemized components include instructional delivery, technology systems, special education and related services, credential examinations, testing-center proctoring, tutoring, and lab consumables. However, the budget provides meals for students only on required in-person instructional days despite students participating in remote instruction throughout the week, and the five-year financial model does not appear to include salary increases or inflationary adjustments, which may understate future operating expenses over the charter term. The budget assumes salaries for learning support specialists that are more consistent with paraprofessional qualifications and does not allocate funds for qualified special education positions or English Learner staffing in any year. The budget also funds a pod principal at one position per pod, while the supplemental Staffing and Management document describes a pod administrator at approximately one per 250 students, without indicating whether the two are the same position. At the projected enrollment levels, a ratio of one per 250 students would require two

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			positions in Year 1 and approximately twenty by Year 5, compared with the one and six the budget funds. • In the seven-page response, the applicant group clarifies that meals are budgeted for required in-person instructional days at the assigned campus and states that home-delivered meals on remote days are neither a legal requirement nor NSLP-reimbursable. They state that the five-year model will be revised to incorporate reasonable salary growth and inflationary adjustments; that the $400-per-student special education allocation will expressly fund certified special education personnel, evaluations, specially designed instruction, related services, transition, and compliance, with Learning Support Specialists not treated as special education teachers unless credentialed; that a distinct $60-per-student allocation will fund English Learner services within the existing shared-services fee; and that the pod administrator reference was a drafting inconsistency, with one pod principal per active pod. However, given that some of these of these budgetary shifts, namely year-over-year salary escalation, require an increase in overall operating costs, it is not possible to see whether or not the school's planned surpluses could sustain them, especially given the

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			potential of lower enrollment related to demand described in FPC 34.1. • During the interview, the applicant group described revisions to the five-year financial model that incorporate 3% annual escalation, higher salaries for learning support specialists and corresponding benefit costs, and an allocation of $100 per student for nursing services. They confirmed that the staffing model maintains one principal per pod and a ratio of one Success Navigator per 50 students. The applicant group reported that the revised model continues to generate annual surpluses, ranging from approximately $376,000 in Year 1 to $3.8 million in Year 5, with a decrease in Year 3 reflecting additional staffing. They also reported positive fund balances under lower-enrollment scenarios and identified the $1,000-per-student work-based learning allocation as a potential source of flexibility, with employer contributions and donations intended to offset any reallocation.
		FPC.34.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.	☒ Meets ☐ Does Not Meet • In the operating statement of activities, the applicant group presents net operating surpluses of between $672,296 in Year 1 of the charter term to $3,681,466 in Year 5 with fund balances

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			ranging between roughly 8 and 11 percent of overall revenues. In a supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS, confirms the fee at $7,000 per student consistent with the financial model. However, as noted above, there are several assumptions that may be inaccurate or unclear, including overall demand supporting enrollment and the accurate per pupil revenue by parish, the lack of budgeted salaries for qualified special education positions and English Learner staffing, the number of pod-level leadership positions the model requires, and the absence of salary increases or inflationary adjustments across the five-year model. Therefore, it is not possible to evaluate whether the school might become insolvent or lack access to necessary liquidity. • In the seven-page response, the applicant group states that the existing financial model produces positive net income, all while using the conservative per pupil rates from East Baton Rouge, and that financial review indicates that the school can absorb increased operational costs described in FPC 34.2. While these assumptions in the seven-pager response are reasonable, given that no specific figures are provided, it is not possible to identify the order of

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			magnitude of additional expenses and whether these additional costs could cause the school to become insolvent or lack the necessary liquidity to operate. • During the interview, the applicant group provided revised surplus projections that account for the additional operating costs described at FPC.34.2, reporting positive annual results throughout the five-year term. They explained that fixed costs represent approximately 16% of the budget and that the remaining costs largely vary with enrollment, limiting the financial effect of enrolling fewer students than projected. They also reported that testing the model at lower enrollment levels continued to produce positive fund balances. These explanations, together with the committed partner support and financial contingency measures described in the application, provide a reasonable basis to conclude that the revised expenses do not create an identified risk of insolvency. The applicant group also described prospective philanthropic and grant support, including early conversations with workforce and community partners; these opportunities represent potential supplemental resources rather than committed funding available to address a cash shortfall.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		FPC.34.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
		FPC.34.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	☒ Meets ☐ Does Not Meet • In Appendix 1, the applicant group provides a letter from LCTCS committing $1,050,000 in grant funding to support the program, as well as one from the Foundation for LCTCS committing $190,000 in start-up funding. In the operating statement of activities, budgeted surpluses exceed the amount donations committed, demonstrating that the program could be executed as described in the application if these funds do not materialize.
FPC.35	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.35.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group describes specific financial triggers and identifies corresponding corrective actions and responsible parties. For example, the plan calls for enrollment and revenue reforecasting and activation of a minimum enrollment plan if enrollment falls below the 85% threshold; a hold on nonessential discretionary spending and a board-approved budget amendment if

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			projected annual revenue declines by more than 5%; and a corrective spending plan and budget amendment if expenditures exceed budget by more than 5% in any category. The contingency plan also includes reserve targets, a minimum enrollment staffing strategy, and a contingency commitment from the LCTCS Foundation. Additionally, beginning in Year 3 of the budget, the applicant group allocates $250,000 annually to a contingency line described as a “supplement to shared services” as needed that could be used flexibly to support unexpected dips in revenue or higher expenses. In the supplemental Shared-Service Fee Schedule, the applicant group projects the fee paid to LCTCS at minimum, projected, and maximum enrollment for each of the five years, confirming that the school's largest single expense varies with enrollment.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
FPC.36	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as **Appendix 7**. Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.36.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	☒ Meets ☐ Does Not Meet • In the financial plan section of the application narrative, the applicant group identifies O'Brien Services as its contracted back-office financial services provider and Martin and Pellegrin, CPAs as its independent audit firm. The application further describes a financial management structure that segregates financial responsibilities among the executive director, director of operations, governing board, finance committee, contracted financial services provider, and independent auditor. In Appendix 7, the applicant group provides evidence that the individuals staffed at the back-office firm and the auditing firm are certified public accountants (CPAs).
FPC.37	Explain the process the school will use to develop its annual budget including: a. Who will be involved; and b. How needs will be identified and weighed. c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.	FPC.37.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	☒ Meets ☐ Does Not Meet • In the Financial Plan section of the application narrative, the applicant group identifies who is involved in developing the annual budget, including the executive director and the director of operations proposing the budget; the back-office provider; program leaders who submit needs; the Finance Committee reviewing budgeted and minimum enrollment; and the board adopting the budget before July 1 and

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			approving amendments. The applicant group also describes ongoing monitoring and amendment through monthly budget-to-actual reports, written variance explanations, and board approval of amendments above set thresholds.
		FPC.37.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group describes a statewide recruitment strategy for hybrid instructional and student support positions and indicates that in-person interventions, IEP-mandated services, and related services will be provided at each learning pod. In the supplemental Shared-Service Fee Schedule, the applicant group itemizes the services included within the fee paid to LCTCS and allocates funding for special education and related services. However, the operating budget fully funds only the Success Navigator position, the learning support specialist positions appear to be budgeted at salary levels more consistent with paraprofessional than qualified staff, and counselors are not funded in the budget or included among the itemized shared services. • In the seven-page response, the applicant group states that qualified special education teachers, pupil-

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			appraisal personnel, and related-service providers will be recruited or contracted through LCTCS and funded through the $400-per-student special education and related services allocation. English Learner services will be supported through a separate $60-per-student allocation, and counseling will be provided in kind by licensed campus or contracted providers. Recruitment will occur statewide through LCTCS human resources, educator and counselor pipelines, and university partners, with credentials and background checks verified before assignment.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	☒ Meets ☐ Does Not Meet • In Appendix 8 of the application, the applicant group describes each required insurance type, specifying explicit coverage amounts that meet the required minimums for workers' compensation and employers' liability, comprehensive general liability, automobile liability, property insurance with claim rights preserved for BESE and the State, errors and omissions, employee dishonesty, and employment practices liability. The appendix also supplements these with directors and officers and cyber liability coverage. The appendix also includes fire prevention and safety equipment provisions covering State Fire Marshal inspections, scheduled maintenance under applicable NFPA standards, documented drills, and assigned site-level responsibility, along with a pre-opening timeline for binding coverage.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. **Non-Essential = Coursework NOT required to meet graduation requirements*	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes two layers of course access beyond graduation requirements and connects each to the model and the intended student population. The first is access to the host college catalog, available because every student is dually enrolled, structured through success navigator approval, prerequisite checks, and recording in the student's Individual Graduation Plan. The second is three courses designed by the applicant group and delivered through the learning management system, each tied to a documented characteristic of the population: an extended personal finance and entrepreneurship course addressing the financial independence of students who are supporting themselves; a college transition course covering financial aid, admissions, transfer credit, and matriculation into the partner system; and a professional digital readiness course aligned to the Northstar Digital Literacy Standards for students whose technology access was interrupted during their time out of school.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group identifies both state diploma pathways, the TOPS Tech Career Diploma earned through Jump Start 2.0 with at least one industry-based credential, and the TOPS University Diploma with an optional associate-degree runway. They identify five Jump Start 2.0 pathways for Year 1 at the pilot campus, including health sciences, architecture and construction, information technology, manufacturing, and transportation, distribution, and logistics. They state that every student on either pathway will earn college credit before graduation through dual enrollment at their pod site, with automatic matriculation into the partner system available to every graduate.
		HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group demonstrates understanding of both diploma pathways and outlines a plan to meet their requirements within the allowed time. They describe building an individualized graduation plan at intake, using each student's credits at entry rather than an assumed grade so that a student entering with ninth-grade credit standing

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			has a full four-year runway while a student entering with upper-grade standing works from a compressed plan mapped backward from the same requirements. The applicant group identifies the Transitional 9th-grade designation for students entering significantly under-credited and describes the mechanisms supporting on-time completion, including competency-informed scheduling, credit recovery through the learning management system, and year-round and evening options.
		HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group provides a rationale for each of the five Jump Start 2.0 pathways offered at the pilot campus, tying each to occupations the Louisiana Workforce Commission identifies as high-wage and high-demand in the region, naming the college program each pathway articulates into, and supporting the likelihood of post-secondary career opportunities with articulation agreements, an established employer training initiative, and research on sustained earnings gains from career-connected pathways. In Appendix 10, they extend that rationale across the contract term, documenting each expansion campus's distinctive programs, credentials, and employer

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			partnerships from a campus readiness assessment and explaining how the pathway menu at each pod matches its regional labor market. In the Staffing and Management document, the applicant group states that all course instructors are employed by LCTCS and hold credentials that meet accreditation and Jump Start requirements.
		HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes the pathway selection process, beginning at intake with a career-interest inventory and structured career exploration that includes site visits to college labs and classrooms, employer and educator speakers, and hands-on sampling of the pathway menu. The success navigator and a career counselor then assist the student in selecting a pathway and building the individualized graduation plan, typically by the end of the first term. Both the pathway and the diploma decision are documented in the Individual Graduation Plan.
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes the supports available during pathway selection,

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			including one-on-one career counseling from the success navigator, current labor-market and wage information, structured exposure to each pathway before a student commits, and ongoing advising, with scheduling and family involvement supported through the school's communication platform. They state that students may change pathways early in enrollment, with an updated graduation plan.
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group explains that no diploma or Jump Start pathway will carry academic prerequisites or admissions criteria, that the sole admission criterion is minimum age, and that flexible scheduling and transportation will address barriers facing working and caregiving students. In the Shared-Service Fee Schedule, the applicant group funds credential examination costs and special education and related services, which support access for all students to diploma pathways.
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	☒ Meets ☐ Does Not Meet • In Appendix 9, the applicant group outlines course offerings by diploma type and grade level for the first five

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			years of operation, ensuring that all students can meet the graduation requirements of their chosen pathway in four years or less. The outline sets out the full unit requirements for both the TOPS University Diploma and the Jump Start TOPS Tech Career Diploma against Bulletin 741 and the state High School Planning Guidebook, including the Financial Literacy unit required for entering cohorts. The outline maps each student's sequence to credit standing at entry rather than assumed grade placement, with compressed plans for students entering with upper-grade standing and the five-year Transitional 9th-grade path available for students entering significantly under-credited.
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	☒ Meets ☐ Does Not Meet • In Appendix 10, the applicant group provides tables identifying all four program types and a rationale for each: Advanced Placement and International Baccalaureate (neither offered in Years 1 through 5, with the population-fit rationale stated); the dual enrollment anchor menu; the career and technical pathway sequences; and the ACT and WorkKeys preparation sequence. The tables also document pathway availability by learning pod and the campus readiness rationale for each

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			pod's offerings across the contract term and are consistent with the rationale provided in the High School Addendum narrative.
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group provides a rationale for each identified Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	☒ Meets ☐ Does Not Meet • The High School Addendum to the application explains each program offering, including dual enrollment, ACT preparation, and career and technical education. The applicant group explains that dual enrollment is the primary pathway, with courses aligned to TOPS requirements, transferable general education credits, or specific college programs. They also note that ACT and WorkKeys prep are phased in and linked to TOPS and dual enrollment sub-score benchmarks. Additionally, five Jump Start 2.0 career pathways are outlined, each leading to an industry-based credential. The applicant group notes that Advanced Placement and International Baccalaureate are not available in Years 1 through 5, and that a focus on credit-bearing dual enrollment is justified by population needs. Offerings described by the applicant group align with the course table in Appendix 10.1.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: a. Describe the reasoning for those selections, including the alignment to in-demand occupations; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group identifies specific industry-based credential assessments for each of the five Jump Start 2.0 pathways offered in Year 1. These pathways are structured as stackable ladders keyed to the progression phases, and the named assessments appear on the Louisiana Industry-Based Certification State Focus List.
		HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group explains how the credentials translate into career opportunities, linking each to high-wage, high-demand occupations and mapping stacked credentials to further college programs.
		HSA.4.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). [as applicable]	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes specific community resources, including host-college programs and labs, a planned clinical-practicum agreement, an established manufacturing training initiative, and contractor and trade partners.

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	☒ Meets ☐ Does Not Meet • In the High School Addendum of the application narrative, the applicant group describes how credential and training costs will be funded, citing the Career Development Fund, Perkins V, the career and technical education funding weight, employer in-kind contributions, and the state training catalog. In the supplemental Shared-Service Fee Schedule, the applicant group budgets credential examination and certification costs at $200 per student, or $100,000 in Year 1.
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	☒ Meets ☐ Does Not Meet • In the High School Addendum and in the pathway sequences in Appendix 10, the applicant group describes access to work-based learning through internships, cooperative education, and Fast Forward registered apprenticeship on-the-job training, integrated into each Year 1 pathway's capstone with specific placements identified, including clinical placements in the Health Sciences pathway. The applicant group also states adherence to Louisiana child labor law and Workforce Commission employment-certificate requirements. In the supplemental Shared-Service Fee Schedule, the applicant group identifies

High School Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			an LCTCS instructor who manages and supervises all work-based learning and field experiences and funds a site-based student internship program.
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	☒ Meets ☐ Does Not Meet • In the High School Addendum, the applicant group describes specific evidence-based systems and structures for students at risk of dropping out, built on the faithful implementation of Check and Connect, the dropout-prevention model the federal What Works Clearinghouse identifies as having positive effects on staying in school.

Corporate Partnerships Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	☒ Meets ☐ Does Not Meet • In the Corporate Partnerships Addendum, the applicant group describes a single corporate partnership with the Louisiana Community and Technical College System under Bulletin 126, Chapter 39 and R.S. 17:3991.1, supported by a draft Memorandum of Understanding in Appendix 11 and a letter of commitment from the partner in Appendix 1. The MOU outlines the partner's provision of facilities and utilities at no cost, reserves exclusive operational control to the school's board, fixes partner board representation at three of seven directors with express language that this shall not constitute a majority, and runs for a one-year term renewing automatically for the charter term.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; c. Rationale for selected provider; and d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	☐ Meets ☐ Does Not Meet • Not applicable; the applicant group indicates that the school does not contract with an Education Service Provider, and the Overview Template indicates that no Education Service Provider is engaged.
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	☐ Meets ☐ Does Not Meet • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	☐ Meets ☐ Does Not Meet • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	☐ Meets ☐ Does Not Meet • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to submit material findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	☐ Meets ☐ Does Not Meet • Not applicable
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	☐ Meets ☐ Does Not Meet • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies Canvas as the learning management system and outlines the decision-making process for selecting it over standalone K–12 virtual platforms. The decision is based on several factors, including that students' dual enrollment college courses are already delivered on Canvas, allowing students to move between high school and college coursework in a single environment; that it fits the hybrid, dual-enrollment, statewide-pod model; and that it avoids new licensing and onboarding costs while providing an established, supported platform.
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to acquire and distribute technology, issuing a device to every student who meets the state virtual regulation's technical requirements. Devices are acquired in step with the enrollment ramp, on a defined refresh cycle, and are managed by a contracted device-management vendor whose scope includes imaging, shipping, distribution, collection, and asset tracking. For students without home internet, the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.		applicant group budgets Wi-Fi hotspots or comparable connectivity for a defined share of students. The applicant group also provides assistive technology as required by individualized education programs and 504 plans. The applicant group explains that devices are distributed at enrollment and at the pod sites, and that every family signs an acceptable use policy.
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines specific steps to protect students from unsafe or inappropriate content. They state compliance with the Children's Internet Protection Act and apply content filtering across all school-issued devices and the school network to block obscene, harmful, and age-inappropriate material. This filtering is enforced at the device level, regardless of the network the student uses. They also describe a plan to implement vendor-based safety monitoring that generates alerts for indicators of cyberbullying, violence, or self-harm. These alerts are routed to the student's success navigator and counseling team under a documented response protocol. They include an adopted internet safety policy, internet safety instruction at onboarding, and

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			disclosure of monitoring practices in the acceptable use policy.
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to minimize lost instructional time, addressing device and connectivity failures and platform interruptions: coursework anchored on campus on rotation days so a home failure affects only the remote portion; a same-day loaner-device and hotspot process for lost, stolen, or broken devices and for lost home internet; a guided-asynchronous competency-based core that lets a student resume after an outage without losing work; and a staffed help desk with success navigator outreach triggered when engagement data shows a student has dropped offline.
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a training plan for students and families, including structured Canvas onboarding completed before regular coursework begins. The applicant group states that the onboarding covers navigation, locating

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			coursework and grades, attendance across modes, and how to get help, with materials available in families' home languages. They indicate that ongoing support is provided through the LCTCS information technology help desk. In the supplemental Shared-Service Fee Schedule, they fund learning management system access, hosting, and support, along with the ConexED student-engagement platform.
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21).	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a staff and teacher acceptable use and technology policy that complies with R.S. 17:3996(21), is board-approved, and is acknowledged in writing by all staff as a condition of access. It governs appropriate use of school technology and accounts, data security and the confidentiality of student records, prohibited uses, and standards for staff conduct online. The policy addresses electronic communications between staff and students, requiring school-sanctioned platforms and accounts, subjecting them to monitoring and recordkeeping, and prohibiting non-sanctioned private channels, as detailed in the electronic communication policy in the adjoining

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			response.
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes an electronic communication and internet-safety policy that demonstrates intent to comply with the Children's Internet Protection Act and R.S. 17:100.7. The policy restricts staff-to-student communication to school-sanctioned platforms and accounts, which are subject to monitoring and recordkeeping, and prohibits private channels. It is paired with the content-filtering and safety provisions described earlier in the addendum, which block obscene, harmful, and age-inappropriate material at the device level and monitor student online activity for safety indicators. The applicant group states that internet-safety information reaches families through the acceptable use policy, student onboarding, and the family handbook.
VOA.3	Describe the process of how the proposed school will ensure the following, given the various locations of families: a. How training and support would consistently be provided; b. A plan for providing orientations to enrolled students, their parents, and their	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group explains how training and support will be delivered consistently to families across locations: online instruction runs on a

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.		single platform and a single early-alert system; every student has a named success navigator as the constant point of contact, regardless of location; each student uses the nearest campus as a home pod that delivers in-person support to a common standard; and staff train to a common protocol, with a campus coordinator at each active pod maintaining system-wide consistency. The applicant group explains that because the platform, early-alert system, success navigator relationship, and credit records are shared across the campus network, a student who relocates within the state can re-anchor to a nearer pod without leaving the school, a design feature suited to a population for whom residential mobility is common.
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides an orientation plan for all three audiences (students, parents or guardians, and any designated instructional coach) that is completed before regular coursework begins. It covers Canvas navigation, the rotating on-campus schedule and required components, attendance and engagement expectations across

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			modes, the success navigator role, how to reach support, and conduct and internet-safety expectations. The applicant group addresses the instructional coach role in a manner specific to its population: because the school serves an older, more independent student body in which many students enroll and manage their own learning, an at-home instructional coach is welcomed and oriented when a student designates one but is not assumed. The applicant group indicates that where no at-home instructional coach exists, the success navigator assumes the at-home support functions so that a student's participation does not depend on having a supporting adult at home.
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group lists in-person interactions between families and school faculty, all held at the student's home pod, and provides a frequency for one of them, parent-teacher conferences, which occur at least twice per year and include virtual and call-in options, with transportation support so that location is not a barrier.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.3.4 The applicant group provides the plan for health screeners.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a plan to conduct vision, hearing, and scoliosis screenings as required by grade and age under the applicable state regulation. They state that screenings are conducted in person on a published annual schedule aligned with rolling enrollment, with make-up dates; results are documented in the student health record, consistent with federal privacy law, communicated to families, and follow-up is routed to the success navigator. However, the applicant group states that screenings will be conducted by a contracted licensed school nurse or parish health-unit personnel, yet no such position or cost appears in the financial plan. The supplemental Shared-Service Fee Schedule itemizes the services LCTCS will provide and does not include health screenings or school health services. • In the seven-page response, the applicant group states that required health screenings will be provided by a qualified contracted school nurse or another authorized health-screening provider and will be funded through the revised operating budget, with resources allocated for screenings, documentation,

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			family notification, referral, and follow-up as additional pods are activated. The applicant group identifies health-screening costs as one of the adjustments to be incorporated into the revised financial model, as noted at FPC.34.3.
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a clear process for documenting and monitoring attendance and engagement. It uses the Canvas attendance tool as the system of record mapped to the state membership definition, records in-person and online engagement signals under a board-adopted attendance policy submitted annually for state approval, and implements a three-tier engagement-response model and a count-date verification protocol.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group outlines a plan to administer state assessments in person at secure on-campus testing centers at the pods under Bulletin 118 §317, drawing on pods that are already approved and independently audited

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			HiSET and GED testing centers with secure rooms, wired networks, lockdown browsers, and secure materials storage. The plan includes a designated test-coordinator role that aligns with the budgeted director of testing, accountability, and enrollment; transportation via each student's existing rotation to the home pod; and accommodations provided per each student's individualized education program, 504 plan, or English learner plan. In the Shared-Service Fee Schedule, the applicant group funds secure proctoring for LEAP, ACT, and industry-based credential assessments through LCTCS testing-center staffing.
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including: a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	☒ Meets ☐ Does Not Meet • In the Virtual Operator, the applicant group outlines recruitment, retention, and training activities for leadership and staff: sourcing through Louisiana educator pipelines, system networks, and university programs; posting job descriptions with uniform screening criteria and structured interviews; retention through budgeted compensation and capped caseloads; and onboarding with Canvas and system-platform training before staff serve students.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
	method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group identifies the high-need specialties its model requires, including EL-qualified or ESL-endorsed staff, qualified special education professionals, and licensed counselors. The applicant group also names general sources for these roles, such as the corporate partner's workforce, targeted outreach, and certification-support pathways, with contracted providers as backup.
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum, the applicant group describes a process for delivering related services: in person at the home pod, by teletherapy where clinically appropriate, and coordinated by the director of academics, special education, and federal programs, with session-by-session logging of required minutes and documented make-ups. In the Shared-Service Fee Schedule, the applicant group funds special education and related services, including services delivered by qualified providers.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes professional development appropriate to the delivery method, including reading learning management system dashboards, acting on the tiered early-warning protocol, delivering effective instruction across online and in-person modes, and supporting students with disabilities and English learners across both modes, along with training on acceptable use, internet safety, and electronic communication policies.
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group states that technical support is available to students, teachers, facilitators, and instructional coaches by phone, text, email, and in person at the pods, with home-language assistance, and that unresolved access problems are escalated and tracked. In the Shared-Service Fee Schedule, the applicant group funds learning management system access, hosting, and support.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.7	Describe the efforts to date to secure a facility for the school to serve "struggling students" that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school's needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and d. A plan to provide at least 20% of instruction to struggling students in-person.	**If the applicant group has identified a facility:** VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies its facility solution as the LCTCS campus network, beginning with Baton Rouge Community College in Year 1 at a specified location. The applicant group describes how the campus will meet the school's needs: an existing, operating, code-compliant postsecondary campus that provides classroom and lab space, technical faculty and equipment, secure testing centers, student-support facilities, and connectivity for in-person instruction, hands-on career and technical education, assessment, and wraparound supports, with access provided in kind under the Memorandum of Understanding.
		If the applicant group has identified a facility: VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes the Year 1 facility as an existing, operating, code-compliant college campus already configured for instruction, labs, secure testing, and student services, requiring no new construction or renovation and carrying no facility-preparation cost, with availability confirmed under the

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			Memorandum of Understanding. The absence of preparation cost is consistent with the budget, which includes no facility renovation line and zero rent and utilities, and with the Shared-Service Fee Schedule, which lists facilities and utilities as provided in kind and excludes the building-use fee from the per-credit-hour charge on that basis. The applicant group notes that capacity is addressed through a rotating schedule under which no cohort is on campus at once.
		If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group identifies potential barriers to the facilities on which in-person instruction depends, including a planned pod campus not being ready on schedule and a pod site becoming unavailable, and provides a contingency for each: students are served through the nearest available partner campus in the region combined with online delivery until the site is ready, so that no student loses access to in-person services.
		If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			addresses both required elements: campus facilities, which are partner-owned and provided under the Memorandum of Understanding and revert to the corporate partner upon any cessation of the charter; and school-purchased equipment and assets, which are disposed of consistent with the dissolution provisions of the bylaws, Louisiana law on the disposition of public charter-school assets, and the closure protocol in the charter agreement, with student records transferred to the authorizer or receiving schools within required timelines.
		If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines a plan to deliver at least 20% of instruction in person to struggling students. The plan shows that a single full campus day yields 22.7% of weekly instructional minutes before additional in-person components, and the planned one-to-two-day rotation yields roughly 45 percent. The application group explains that struggling students, identified by entry diagnostic level, credit deficiency, or early-warning flags, will receive a higher in-person proportion set in their completion plan, and students with disabilities receive the in-person

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
			minutes required by their individualized education programs.
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	☐ Meets ☐ Does Not Meet • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	☐ Meets ☐ Does Not Meet • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group provides a plan to offer transportation at no cost to families for in-person instruction, including transit passes for students on transit-served routes to the campus-based pods and contracted transportation for students whom public transit cannot reach. The applicant group also states that transportation will be provided as an IEP service where required, and the cost is reflected in the budget as purchased student transportation services that scale with enrollment.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group outlines procedures for data protection and recovery, including role-based access controls consistent with federal privacy law, automated backups, geographically separated redundant storage, documented recovery objectives, and a tested restoration process, with continuity provisions that restore records and instruction from backup while in-person instruction continues at the pods.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**2026 Evaluation Standards**	**Ratings and Evaluative Comments**
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	☒ Meets ☐ Does Not Meet • In the Virtual Operator Addendum of the application narrative, the applicant group describes a breach-response policy that addresses the three elements of the standard: limiting dissemination through preventive controls and containment, identifying a breach through detection and investigation, and notifying affected parties and the authorizer within statutory timeframes. The applicant group assigns notification responsibilities to school leadership and technical response functions to information-technology staff, and the Shared-Service Fee Schedule funds technology and platform support, including learning management system access, hosting, and support.