



LA Academy of Production



**Type 2 Charter Application Submitted to
The Louisiana Department of Education on
April 19, 2024**

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EXECUTIVE SUMMARY

1. Mission and Vision: The mission of Louisiana Academy of Production (LAAP) is to build a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television industries. At scale, the school expects to impact up to 600 students per year. The vision of LAAP is to equip a diverse student body with the skills and opportunities required for successful entry into competitive media programs at the collegiate level or directly into high-wage media careers.

LAAP’s mission and vision are a call to action to bring Black, Indigenous, and people of color (BIPOC) and women into the film and television production industry and grant them access to these well-paid, unionized jobs and their corresponding benefits. Currently, BIPOC workers only make up 5% of behind-the-camera workers in the production and entertainment industry. Additionally, the local need for early-career and female production union members is high - there are only forty-four 18-25-year-old members in the Louisiana chapter of the International Alliance of Theatrical Stage Employees (IASTSE Local 478) and men outnumber women in the organization by a ratio of three to one.

Students and Community Served: The school will serve students in the greater Baton Rouge region and will be located in the East Baton Rouge suburb of Inniswold. LAAP expects to serve a student body primarily from the broader East Baton Rouge Parish; the school will be open to students statewide and likely will also enroll a small number of students from West Baton Rouge, Iberville, Ascension, and Livingston Parishes.

What Student Success Looks Like: All students will graduate ready to succeed either in college or in a high-wage role in the production industry, equipped with a TOPS University Diploma, industry-based credentials from LAAP’s Production Career Pathway Program, and membership in the ARRAY Crew personnel database.

Alignment with Charter School Law: LAAP will provide a wholly unique academic and career pathway program for a diverse student population, which places its mission and vision firmly in alignment with the purpose of the state charter school law (Louisiana R.S. 17:3972).

2. Anticipated Student Population and Educational Need: To meet the school’s mission and vision, LAAP will serve diverse students across all demographics and subgroups. LAAP will be a home for students of all races, income levels, and sexual orientations. The school anticipates serving the following student demographics: Minority: 70%; Economically Disadvantaged: 65%; Students with Disabilities: 11%; English Learners: 5%.

3. Education Plan: LAAP’s academic program aligns with the school’s mission, which is to build a more inclusive pipeline of historically underrepresented, college and career ready students interested in the film and television industries. Our three key design elements are: 1) rigorous, college-preparatory, project-based core curricula; (2) a Production Career Pathway Program that provides industry-based credentials and membership in the prestigious ARRAY Crew database for every graduate; and (3) hands-on industry experience.

LAAP seeks to serve the proposed student population because students currently do not have the option to attend a high-quality, comprehensive college preparatory *and* production career pathway program in the greater Baton Rouge area. What’s more, our focus on production, a growing industry in the state of Louisiana, is unique and corresponds with a high demand for production industry workers in our community.

LAAP offers students the opportunity to engage in one of four Career and Technical (CTE) pathways that explicitly align with high-demand, real-world jobs available to skilled high school graduates: (1) Post-Production (Editing, Visual Effects, Visual Production, Animation); (2) Technical (Camera, Lighting and Grip, Electrical, and Sound); (3) Craft (Set Design and Construction, Hair, Make-up, and Costume Design; and (4) Business of Entertainment (Accounting, Film Financing, Distribution, Marketing, and Public Relations).

To prepare students for college and career, LAAP offers all students early exposure to career pathways beginning in 9th grade, an immersive Tier-1-rated 9-12th grade curriculum that develops both hard and soft professional skills, professional internships, and certifications essential to securing jobs after graduation. The school maximizes students’ post-high school opportunities by providing hands-on learning, a comprehensive high school education, and meaningful career training.

Instructional Methods: The instructional methods will include hands-on, project-based learning, direct instruction, integration of film and television production themes into the curriculum, and real-world learning in the production field.

Serving Students More Effectively Than Existing Schools: LAAP will offer a more engaging and relevant academic program and expand college and career pathways in the local film and television production industry by focusing on real-world training and hands-on learning with industry partners. Further, high school students who complete at least two course credits in a career pathway have about a 95% graduation rate, which is roughly 10% higher than both the national average and the Louisiana graduation rate according to federal data.¹ LAAP offers a needed unique program to students in the Baton Rouge area.

4. Impact: At full scale, the school will impact over 600 students annually. CTE programs have proven significant impacts on students, including:

- **Improved Earning Prospects:** Eight years after their expected high school graduation, median annual earnings for students concentrating in CTE were higher than for non-CTE students.²
- **Improved Graduation Rates:** CTE students have a 10% higher high school graduation rate than non-CTE students.³
- **Preparation for In-Demand, Skilled Jobs:** “Investing in high-quality training programs is key to addressing labor shortages for skilled jobs,” says Anthony Carnevale, director of Georgetown University’s Center on Education and the Workforce.⁴ Six of the ten hardest-to-fill job positions are in technical fields or require a CTE background.⁵

5. Prior Applications: Not applicable, no previous applications submitted to the Louisiana Department of Education.

¹ “The Benefits of Career and Technical Education Programs for High Schoolers,” U.S. News and World Report, 2022.

² “Georgetown University Center on Education and the Workforce, Good Jobs That Pay without a BA: A State-by-State Analysis”, Good Jobs Data, 2017, <https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf>.

³ “Benefits of Career and Technical Education,” New Hampshire Department of Education, 2022, <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-career-development/benefits-of-cte#:~:text=CTE%20learners%20have%20a%2010,or%20require%20a%20CTE%20background.>

⁴ “The Benefits of Career and Technical Education Programs for High Schoolers,” U.S. News and World Report, 2022.

⁵ “Benefits of Career and Technical Education,” New Hampshire Department of Education, 2022.

SECTION 1: EDUCATIONAL PROGRAM AND CAPACITY

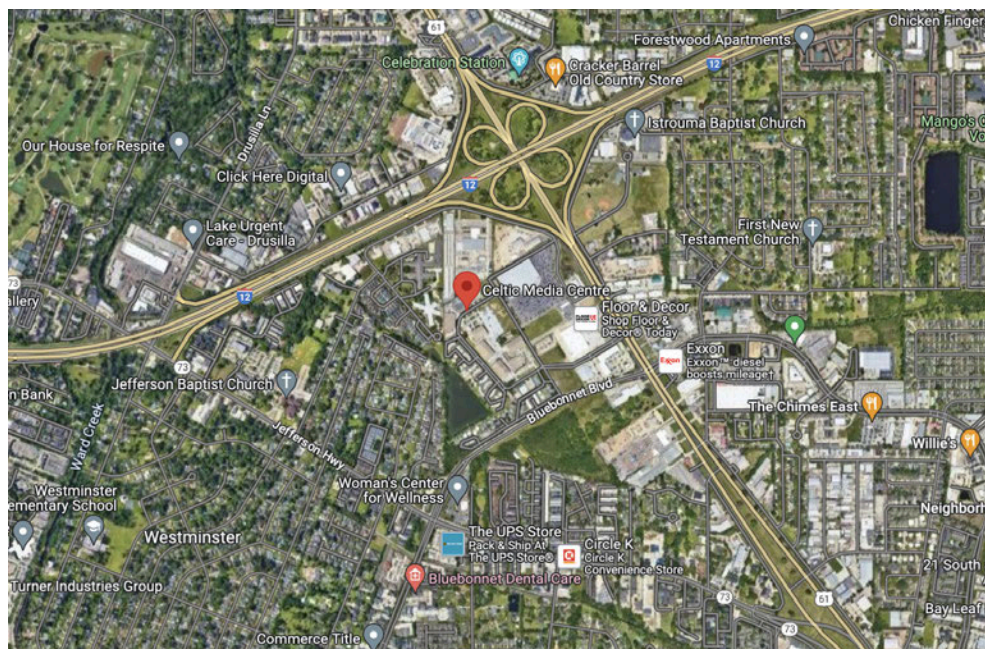
SCHOOL ESTABLISHMENT

The Louisiana Academy of Production (LAAP) proposes a new high school program in the Baton Rouge community to provide graduates a pathway into the well-established production industry in our state. LAAP will offer students *both* a college-preparatory diploma and the opportunity to graduate with a Production Career Pathway Certificate within the production industry. The career pathways at LAAP will prepare students to enter skilled, high-demand production jobs in areas such as camera/grip, costume and set design, and post-production editing.

6. Narrative analysis of Community Served:

a., b. Location and Rationale: The proposed LAAP location is in the Baton Rouge community of Inniswold; the school will enroll students from across the state of Louisiana. While LAAP expects to serve a student body primarily from the broader East Baton Rouge Parish, the school will be open to students statewide and likely will also enroll students from West Baton Rouge, Iberville, Ascension, and Livingston Parishes. Centrally located and proximate to major highways, this location allows easy access to the school site for students from the greater Baton Rouge area.

In addition, the proposed school site is within the Celtic Media Centre (Celtic Studios), a state-of-the-art post-production facility located at 10000 Celtic Drive. Situating the school alongside a production facility will provide students and staff with the resources to execute our school mission and vision effectively. The proposed site will provide students access to the highest standard industry tools, mentorship opportunities, and real-world experiences aligned with the school’s academic program.

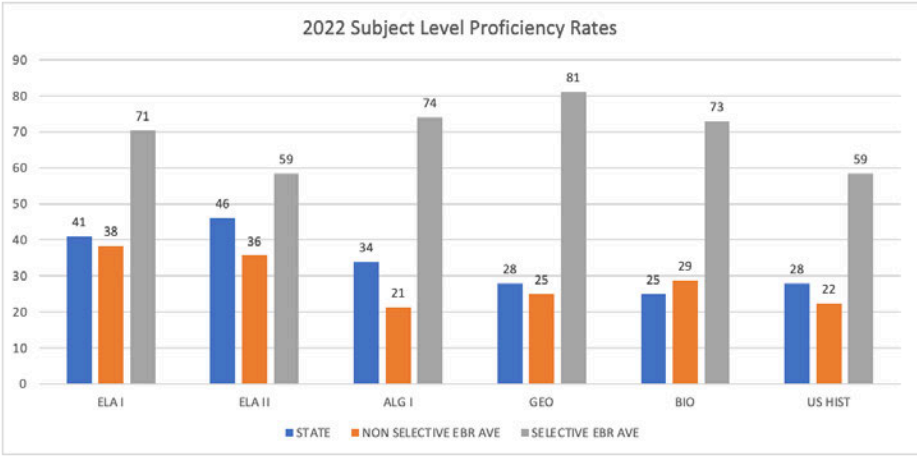


c. Local School Performance: Based on our location, LAAP expects the majority of our student body to reside in East Baton Rouge Parish; we expect families will choose LAAP rather than local public school options. An analysis of the performance of public high schools in East Baton Rouge (“EBR”) shows a

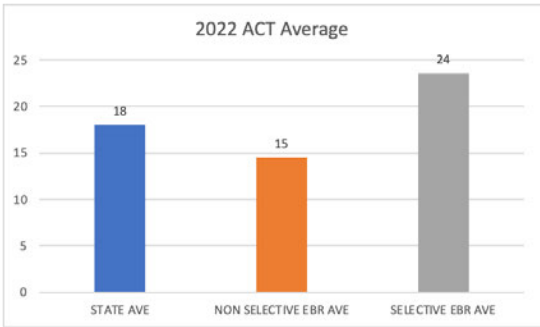
critical and urgent need for high-quality high school options in the community. East Baton Rouge Parish is home to 17 public high schools; two of these schools are highly selective, with long waitlists. Of the 15 open-admissions schools, only one earned a letter grade of a “B” for the 2022 state School Performance Score. Four high schools earned a “C,” and the remaining 67% of all open admissions schools in the city earned a “D” or “F”.

Though experiencing some improvement following the COVID epidemic, EBR high schools with no admissions criteria continue to lag the state in performance across multiple indicators of success: proficiency in core subjects, ACT performance, and cohort graduation rate.

Core subject proficiency: In the most recent school year, 2022-2023, fewer than 40% of high school students earned proficient scores on LEAP 2025 subject level tests, end-of-year assessments of content mastery for English Language Arts, Algebra and Geometry, Biology, and US History.

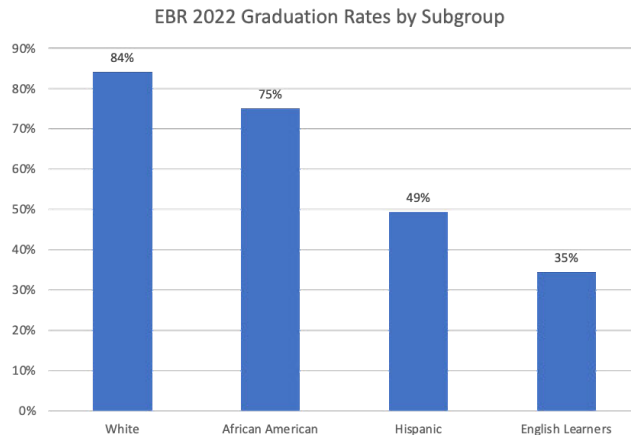


ACT performance: ACT scores, the most common assessment leveraged for entrance into college, are also unimpressive in East Baton Rouge Parish, the future location of LAAP. While average ACT scores⁶ in non-selective high schools are particularly low; it is also worth noting that average ACT scores in all Baton Rouge area high schools and throughout the state are lower than the average ACT score of entering Freshmen at Louisiana State University, which is a score of 27.



⁶ “High School Performance: ACT Scores - Class of 2022,” Louisiana Department of Education, <https://www.louisianabelieves.com/resources/library/high-school-performance>.

Cohort graduation rates: Finally, high school graduation rates are also lackluster in the community LAAP intends to serve. The 2022 EBR graduation rate is 74.5%⁷ compared to the state’s rate of 82.7%. Furthermore, EBR graduation rates by subgroup demonstrate significant gaps; White students graduate at much higher rates than African American students and Hispanic students and English Learner (EL) students suffer from particularly low graduation rates:



LAAP offers a unique school model – providing all students with a Production Career Pathway Program that requires a minimum of four Career and Technical Education (“CTE”) courses. As such, the leadership team expects LAAP families to compare the school to nearby high schools offering CTE programming. In the greater Baton Rouge area, six schools serving grades 9-12 currently enroll students in two or more CTE courses on average. An analysis of performance and CTE course availability is detailed in the table below:

School Name	Location	Average # of CTE courses taken per student*	Top Performer 2023 Letter Grade (SPS)	Media or Production Pathway (CTE Pathways)
Donaldsonville High School	Ascension Parish	2.19	✘ C (68.7)	✘ (some media courses offered, no comprehensive pathway)
Tara High School	East Baton Rouge Parish	2.18	✘ D (59.1)	✘ (technology, construction & manufacturing, medical & pre-med; transportation & logistics; liberal arts & management)
East Ascension High School	Ascension Parish	2.05	✔ A (92.1)	✘ (information technology)
French Settlement High School	Livingston Parish	2.05	✔ A (100.5)	✘ (agriculture & construction; health sciences; hospitality & tourism; business management; arts, AV technology, & communication)
Liberty Magnet High School	East Baton Rouge Parish	2.04	✔ A (112)	✘ (pre- engineering, biomedical sciences, digital design & emergent media, and computer science)
Denham Springs High School	Livingston Parish	2.02	✔ A (99.6)	✘ (agriculture tech; hospitality, tourism, culinary, & retail; micro enterprise)

⁷ “High School Performance: Cohort Graduation Rates,” Louisiana Department of Education, <https://www.louisianabelieves.com/resources/library/high-school-performance>.

While two of these six schools offer some courses in media, **no** schools in the Baton Rouge region offer a comprehensive pathway program that will prepare students for direct entry into the production industry following high school graduation. Taken together, the film industry demand and the performance of Baton Rouge area schools present a unique opportunity to meet a significant need for a new school model in the community.

d. Prospective Programmatic Impact of LAAP: LAAP believes our school will serve the greater Baton Rouge community more effectively than current school options because we offer (1) the highest-quality, college-preparatory academic content, (2) unique career pathway options, and (3) hands-on experience and access to the best production industry resources in the state.

- **Rigorous Academic Content:** As described in detail in the Academic Plan section of this application, LAAP intends to provide rigorous, Tier-1 core academic curricula designed to meet the needs of students. Our goal is to ensure all students graduate with the opportunity to attend a 4-year university. Our executive leadership team is engaged in nationally renowned training to align all aspects of the school model with the effective implementation of high-quality curricula.
- **Unique Career Pathways:** Students in our region do not have a high quality, comprehensive career pathway and college preparatory program to attend that is designed to meet local entertainment industry demand. LAAP offers students the opportunity to engage in one of four production career pathways: (1) Post-Production (Editing, Visual Effects, Visual Production, Animation); (2) Technical (Camera, Lighting and Grip, Electrical, and Sound); (3) Craft (Set Design and Construction, Hair, Make-up, and Costume Design; and (4) Business of Entertainment (Accounting, Film Financing, Distribution, Marketing, and Public Relations). While other high school CTE programs exist and some schools offer credentialing in Adobe and AVID, no other school in the community offers students a clear, comprehensive pathway into multiple career tracks within the production industry. LAAP will provide this unique career pathway experience for students interested in entering the entertainment industry after graduation.
- **Real-World Experiences with Industry Experts:** As described throughout this application, LAAP intends to be located near Celtic Studios, providing students with direct access to the highest quality television and film equipment, side-by-side training with and exposure to industry experts, and exposure to a professional working environment. These real-world experiences fast-track student preparation and training for careers in the film and television production industry.

e. Essential Partnerships: LAAP is fortunate to have partnerships and contracts with a broad network of entities that will help ensure success in achieving our vision. Specifically, the following entities have either submitted letters of support (included in Appendix 1), contracted with LAAP to provide services to the school, and/or are engaged in discussions to define formal partnerships:

- (1) **Industry Partners:** INDSTRY,⁸ Celtic Media
- (2) **Local Education Institutions:** Louisiana State University, Baton Rouge Community College, Southern University, SPED Strategies
- (3) **Foundations:** New Schools for Louisiana, New Schools for Baton Rouge

⁸ INDSTRY, an organization established by the Creative Artist Agency Foundation, is an entity supporting the development of production-industry programs across the United States. INDSTRY will provide funding, industry-based professional advisory board members, key resources like the Smashcut curriculum, and marketing support for the school. The Board, the advisory board, and the Executive Director will work directly with INDSTRY. INDSTRY’s support is philanthropic, non-contractual and the organization will not have voting membership on the board of directors of the school.

f. Challenges and Mitigation Strategies: Through our school design process, LAAP’s leadership team has conducted a comprehensive needs analysis by engaging with local academic advisory team members, industry professionals, non-profit members, and funders. These strategic community engagement efforts built our understanding of the challenges to success faced by the student population LAAP intends to serve. Below are core challenges and mitigation strategies LAAP plans to deploy to ensure the success of our students:

- (1) **Lack of Preparation for Postsecondary Opportunities:** Although many of the local magnet and non-selective high schools offer college and career readiness programs, recent ACT and LEAP 2025 data and school letter grades indicate that students are not prepared for postsecondary opportunities. **See School Establishment section for ACT and LEAP 2025 data results.**
Mitigation Strategy: LAAP will provide students with Tier-1 curricula and high demand career pathway course offerings, connections to union professionals for training and mentorship, and access to a local production studio and on site experiences.
- (2) **Low Graduation Rates:** East Baton Rouge Parish Public Schools’s high school graduation rate is 73%⁹, below the state average of 84%.
Mitigation Strategy: LAAP provides an exciting college and career pathway in the local film and television industry for students to enter after high school. The curriculum focuses on real-world training and hands-on learning. In addition, the career pathways engage students in activities like film and sound editing that build upon their already established interest in media, particularly film, social media, anime, etc. The American Educational Research Journal published a study in 2017 that demonstrated, “Juniors and seniors in high school who complete career and technical education courses are more likely to graduate on time and less likely to drop out of school, compared to those who don’t participate in CTE programs.”¹⁰ Additionally, a report in the American Enterprise Institute showed that “CTE course takers are less likely to drop out of high school and on average have higher annual earnings by their mid-20s than students who take few or no CTE courses.”¹¹
- (3) **Lack of High Performing High School Models:** Students have a limited amount of high performing school options as **described in the School Establishment section.**
Mitigation Strategy: The LAAP high school model is researched-based and inspired by the model and early success of the Roybal School in Los Angeles, California. **Please see section 9,b. Rationale and Likelihood of Success section** for further information to support this mitigation strategy.

7. Overview of the Anticipated Student Population

To meet the mission of LAAP, the school will serve an intentionally diverse population of students across all demographics and subgroups. LAAP will be a home for students of all races, genders, sexual orientations, income levels, and learning needs. Below is an overview of the anticipated student population demographics. In alignment with our focus on serving a truly diverse community of students, these anticipated demographics assume that LAAP’s student body will be representative of both the Greater Baton Rouge community and the current statewide enrollment in Louisiana public schools.

⁹ “High School Performance: Cohort Graduation Rates,” Louisiana Department of Education, <https://www.louisianabelieves.com/resources/library/high-school-performance>.

¹⁰ Gottfried, M. and Stratte Plasman, J., “Linking the Timing of Career and Technical Education Coursetaking With High School Dropout and College-Going Behavior,” American Educational Research Journal, October 31, 2017.

¹¹ “Hard Work and Soft Skills,” American Enterprise Institute, April, 2018, www.aei.org/wp-content/uploads/2018/04/Hard-Work-and-Soft-Skills.pdf.

LAAP's Prospective Subgroup Enrollment 2023-24 SY¹²

	Minority	Economically Disadvantaged	Students w Disabilities	English Learners	Facing Homelessness
Ascension Parish	50%	55.1%	10%	3.7%	NA
East Baton Rouge Parish	89%	92.4%	10%	9.3%	NA
Iberville Parish	73%	79.7%	10%	1.2%	NA
West Baton Rouge Parish	62%	82.7%	12%	4%	NA
Statewide Public School Enrollment	59%	72.5%	13%	5%	NA
Required Student Enrollment	50.2%	61.6%	11%	4.25%	<5%
LAAP	70%	65%	11%	5%	<5%

8. Stakeholder Engagement in School Design

Throughout the process of designing our school model, the LAAP leadership team continues to engage a broad group of industry professionals, educators, and community members to ensure the model will effectively meet the needs of students and align with requirements for industry careers. Outreach is ongoing and currently includes an Executive Planning Team, Academic Advisory Team, local community and education leaders, and a broad group of national and local production industry leaders. A detailed description of the members and roles of each of these groups is included in Appendix 1.

a, b, c, d. Stakeholders, Methods of Engagement, and Input: As LAAP is not slated to open until 2025, Executive Director and planning team focused early engagement activities on Board development, fundraising, school model development, and building and securing industry partnerships for the school. **See Appendix 1 for a complete list of stakeholders engaged.** This approach ensures that the model design is completed and ready for students to access the first day of school. To date, our community engagement strategy has included the following community input and feedback mechanisms:

- Roybal School Tour:** Along with local education and industry partners, the LAAP Executive Planning Team toured the Roybal School of Film and Television Production, the school model in California that inspired LAAP's creation. The Executive Planning Team leveraged the trip to assess the viability of adapting certain features of the Roybal model to the LAAP model in East Baton Rouge Parish. It involved a tour of the Roybal campus, meetings with the Roybal Advisory team, student interviews, teacher interviews, and Roybal partner organizations. Before the tour, surveys were distributed to each team member to solicit input on the educational and

¹² Minority, Economically Disadvantaged, and English Learner data from Oct 2023 Multi Stats (Total by Site and School System), <https://www.louisianabelieves.com/resources/library/student-attributes>. Students w Disabilities and Students Facing Homelessness data from 2022-23 school year from Louisiana School Finder, <https://louisianaschools.com/>, except statewide Students w Disabilities data, which is from Oct 2023 Student with Disabilities and Gifted/Talented Enrollment Counts, <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

programmatic needs of students and the community from their perspective and experience and from the communities, families, students, and industries these individuals represent.

- **Local Educator Input:** Through strategic meetings and interviews with local education experts, LAAP has been deliberate in gaining a wide variety of qualitative input and well-informed perspectives to understand the community’s values, climate, and educational needs. Specifically, LAAP’s Executive Director and Board President have enrolled in the Changemakers program offered by the Baton Rouge Alliance for Students. Additionally, Academic Advisors provided insight into understanding the career pathway credentialing needed to meet industry positions. During the community engagement process, multiple stakeholders noted the need for LAAP’s model to reach as many students as possible, given the state-wide nature of the film and television production industry and the push for diversity. Stakeholders mentioned LAAP serving students specifically in the Capital Region communities and New Orleans, which is feedback that led to the decision to apply for a Type 2, state-wide charter school. Additionally, community members offered input into the local and national talent gaps in the film and television industry and how LAAP can fill these needs in the entertainment industry. Community members also outlined what skills and credentialing are the most critical for graduates to obtain, which informed LAAP’s initial programmatic model that is designed to optimize high-wage and high-growth positions for graduates. This community-based knowledge, along with family and student input, will continue to inform the evolution of LAAP’s model as input collection is codified in the LAAP growth model with the addition of one new grade level at a time.
- **Local Industry Leader Input:** LAAP leadership continuously seeks industry input for career-connected learning. For example, IATSE Local 478 Training Coordinator Adriane Bennett has provided information on the knowledge and skills most needed for obtaining union membership and employment on film and television productions in Louisiana. Similarly, Sam Claitor, Head of Studio at Crafty Apes Visual Effects (VFX) has provided input to LAAP on knowledge and skills that students will need to obtain highly coveted post-production jobs in Louisiana. Input from industry professionals, AMC Network studio leadership, and local accounting groups led to the addition of the business career pathway. Both AMC Network and local accounting groups stressed the need for skilled workers in accounting, such as payroll. Entry-level accounting jobs pay well and provide financial stability for an individual beginning their career in production.
- **Prospective Parent Input:** Through relationships with industry and education leaders, LAAP is in the early stages of prospective parent outreach. In March, LAAP’s Executive Director began connecting with parents and families of students attending K-8 schools in Baton Rouge, parents who are members of the local film union and film society, and families engaged in youth film programs throughout the greater Baton Rouge community. Early outreach included a parent survey to gain valuable feedback regarding LAAP’s school design. LAAP’s Executive Director looks forward to continuing efforts in May and throughout the fall, when the LAAP team will begin to attend school information sessions and to invite families to tours of the school site.

See Appendix 1: Support for School

ACADEMIC PLAN

9. Overview of Proposed School Model

The Louisiana Academy of Production’s academic program and key design elements are created to serve and align to the school’s mission to build a more inclusive pipeline of historically underrepresented, college and career ready students interested in the film and television industries.

LAAP will be a TOPS University diploma-granting high school that prepares students for college and high-demand, behind-the-scenes careers in the film and television production industry. LAAP’s focus within the production industry aligns with real-world jobs available to skilled high school graduates. We are explicitly *not* a performance academy. Instead, our Production Career Pathway Program prepares graduates for union industry roles such as costumers, lighting technicians, and camera operators.

To prepare students for college and career, LAAP will offer students early exposure to career pathways, starting in 9th grade; an immersive Tier-1 9-12th grade curriculum that develops both hard and soft skills; professional internships; and certifications that are essential to securing jobs after graduation. The career pathways of post-production, technical, craft, and the business of entertainment, all align with skilled, high-demand production jobs in areas such as camera/grip, costume and set design, and post-production editing. By providing a comprehensive high school education blended with meaningful career training and hands-on learning, the school maximizes students’ post-high school opportunities. **See High School Addendum Section and Appendix 14 and 15 for TOPS University and Production Career Pathway Program course requirements.**

a. Academic Model and Key Design Elements: To achieve our mission and vision, LAAP’s academic model consists of three critical design elements: (1) rigorous, college-preparatory core curricula; (2) a Production Career Pathway Program; and (3) hands-on industry experience. Each of these three elements will impact all students enrolled at LAAP. Described in more detail below, these core components are rooted in research and based upon successful schools serving similar student populations.

- **College-Prep, Project-Based Teaching and Learning:** All students will access a Tier-1, standards-based core curriculum that integrates the four industry pathways using hands-on and project-based learning (PBL). Core curriculum courses will promote mastery of state standards for English, math, social studies, and science. **The courses will use Louisiana State-approved curricula as detailed in the Academic Plan section.** LAAP will supplement and deepen student understanding of concepts taught in the textbooks via hands-on projects where students can apply the content. PBL is an evidence-based teaching method that will foster essential life skills in students and provide them “with the opportunity to develop skills related to working in teams, managing projects and holding leadership roles, critical thinking and analysis, researching and information literacy, and problem-solving across disciplines.”¹³
- **Production Career Pathway Certificate Programs:** All students will graduate with a TOPS University Diploma *and* a Production Career Pathway Certificate. LAAP currently plans to offer four certificate programs: 1) Post-Production - Editing, Sound Mixing and Design, Visual Effects, Production, Animation, 2) Technical - Camera, Lighting and Grip, Electrical, and On-set Sound; 3) Craft - Set Design and Construction Hair, Art Direction, Make-up, Costume Design; and 4) Business of Entertainment - Accounting, Film Financing, Distribution, Marketing, and Public Relations. Each pathway will include relevant industry-based certifications and coursework that prepare students for entry into industry-related careers following graduation from high school or college. The graduating students will produce a portfolio that will include but will not be limited to a demo reel, trailers for completed films, editing content for at least two capstone films, schedules, budgets, and workflows for each project. Finally, all graduates can become members

¹³ “Problem Based Learning,” Center for Teaching Innovation, Cornell University, [https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning#:~:text=Problem%2Dbased%20learning%20\(PBL\),the%20motivation%20and%20the%20learning.](https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning#:~:text=Problem%2Dbased%20learning%20(PBL),the%20motivation%20and%20the%20learning.)

of the ARRAY Crew personnel database, a prestigious membership organization that connects behind-the-camera crew professionals with producers, studio executives, and department heads.¹⁴

- **Industry Experience:** Local and national industry experts will offer various hands-on opportunities to support students inside and outside the classroom. Examples of experiential student learning opportunities include camera operation on-site at Celtic Studios; field trips to television and film studios; speaker series with Louisiana-based industry experts like independent film director Zandashe Brown, commercial editor Abe Felix, and Crafty Apes Producer Sam Claitor; Zoom events with Creative Artist Agency (CAA), a global film and television agency, to learn the business of entertainment; on-campus filmmaking and editing; semester-long professional internships; and production related training by local union professionals from the International Alliance of Theatrical Stage (IATSE) Local 478 Studio Mechanics. Training areas include operating a forklift, costume supervisor, breaking down and budgeting a script, and providing first-aid on set.

b. Rationale & Likelihood of Success: The rationale for the school model - a college and career pathway high school serving a diverse student body focused on exposing and preparing students for careers in the entertainment industry - is reinforced by research and evidence of success in comparable learning environments serving a similar student body.

(1) Research-based approach: The school model’s real-world relevance - a theme seen across all design elements - is proven to increase student motivation and improve academic achievement. Research shows that when students see relevance in their learning, their motivation to learn increases, which in turn leads to increased achievement.¹⁵ The LAAP school model is intentionally designed to make school lessons highly relevant - through industry instructors, career pathways, and field trips that allow learners to see how their courses of study translate into the “real world.”

Project Based Learning (PBL) is another core pillar of the LAAP model and strategy to make learning relevant. In fact, “several 2021 research studies proved that when project-based learning is implemented in classrooms, it results in increased student engagement, retention of important information, and has an overall positive effect on students of all demographics.”¹⁶ Furthermore, multiple pathways to graduation provide students with a meaningful high school structure that links core and non-core subjects; encompasses personal and connected experiences to the professional world.¹⁷

(2) Early Evidence of Success:

- **Hired Executive Director:** LAAP has already hired its Executive Director, Patrick Mulhearn, whose experience includes serving as the Assistant Director of Film and Television for the State of Louisiana, heading Celtic Studios operations from 2009 to 2017, and acting as president and founder of the Louisiana Film and Entertainment Association (LFEA). He is a recent inductee into the Baton Rouge Alliance for Students' ChangeMAKERS program, which teaches about the many challenges and opportunities facing students and their families in the East Baton Rouge Parish Public School System. Mulhearn has deep and broad industry connections, which will lead

¹⁴ For more see the [ARRAY Crew website](#).

¹⁵ Frymier, A. B., & Shulman, G. M. (1995). "What's in it for me?": Increasing content relevance to enhance students' motivation. *Communication Education*, 44(1). <https://doi.org/10.1080/03634529509378996>

¹⁶ “Increasing Student Outcomes with Project-Based Learning,” Smartlab, www.smartlablearning.com/wp-content/uploads/2021/11/CLS-Whitepaper-Increase-Student-Outcomes-PBL-1.pdf.

¹⁷ Smalley, A., “Post Secondary CTE: State Policy Landscape,” National Conference of State Legislatures, May 12, 2023, <https://www.ncsl.org/education/postsecondary-cte-state-policy-landscape>.

to local partnerships and real-world experiences that will ensure career and college success post graduation.

- **Planned Launch Preparation:** Before launching LAAP, the Executive Director (ED) will have two full years of school launch support from Attuned Education Partners and SPED Strategies. The Principal will be hired and start one year before school launch.
- **Early Support from Local Funders:** There is early support for the LAAP model from New Schools for Baton Rouge (NSBR) and New Schools for Louisiana (NSLA), entities that provide wrap-around support to ensure academic and operational preparedness is best-in-class. NSBR has a strong track record of opening schools that outperform the district.
- **Secured National Partnerships:** LAAP is working with INDSTRY to secure national partnerships and ensure access to critical technology and tools along with cutting-edge, industry-specific curriculum. Current INDSTRY partners at Roybal in Los Angeles include Amazon Studios, A+E, Avid, Disney, Fox, NBCUniversal, Paramount, Warner Brothers Discovery, Netflix, and Sony Pictures.
- **Early Success from Existing Models:** The Roybal Film and Television School in Los Angeles is the inspiration for the development of LAAP. Though Roybal is still in the initial implementation phase and has yet to graduate its first class, they have already experienced significant achievements - raising more than \$4 million and galvanizing every major studio and IATSE to support the school. As a result, Roybal students have experienced an industry-informed curriculum, direct access to creative professionals, and training on industry-grade equipment¹⁸. Roybal partners are working with the Executive Director of LAAP to extend the Los Angeles partnership base to Louisiana and build out local industry partners for its future students. LAAP will serve a similar student population as Roybal.

10. Core Content Curricula

a. Curricula Alignment to State Standards: LAAP has chosen Tier-1 rated curricula for all core subjects, which is recognized as the highest quality by the Louisiana Department of Education. The curriculum aligns with Louisiana state standards and meets the TOPS University graduation requirements.

In addition, LAAP will also implement a Production Career Pathway Program. The program will be offered as a multi-credit elective path alongside the university-preparatory diploma. Curricula for this program vary based on the specific pathway and are detailed in Appendix 15.

Leveraging a project-based approach, teachers of core academic content will also integrate film and production into core courses. For example, production topics may be incorporated in the following ways:

- (1) **English Language Arts:** As an alternative to writing traditional essays, students are taught how to write scripts, plays, short stories, or produce a short documentary to deepen creative knowledge and storytelling skills.
- (2) **Math:** To complement the curriculum, students are taught how to make a production budget for the documentary they are producing in their English Language Arts class.
- (3) **Social Studies:** To learn how to create a short documentary, a producer from the History Channel will teach students how to research, write, and produce a short documentary using nothing more than the students' phones.
- (4) **Science:** To describe a scientific method, the students develop a storyboard displaying the steps with specific examples.

¹⁸ For more information about Roybal and its success to date, see: <https://www.eifoundation.org/partners/roybalschool/>.

Proposed Curriculum by Subject Area

Subject Area	Grade Level(s)	Primary Curricula	Alignment with State Standards
English Language Arts	9-12	myPerspectives (Pearson Education) Louisiana Department of Education ELA Guidebooks (supplemental curricula)	Tier1 Curricula
Math	9-12	enVision (Pearson Learning) Louisiana Department of Education math Guidebooks (supplemental curricula)	Tier1 Curricula
Social Studies	9-12	DBQ Project The Choices Program (Supplemental) TBD ¹⁹	Tier1 Curricula
Science	9-12	inquiryHUB Biology OpenSciEd Biology, Chemistry, and Physics	In review, listed as “high quality” curricula “closely aligned with Louisiana State Standards in Science” ²⁰
Production Career Pathway Program	9-12	Various curricula will be utilized, depending on pathway and course. Curricula will include, but not be limited to: - Smashcut (virtual industry curricula) - LSU DDEM courses ²¹ - Avid Learning Partners (Media Composer, ProTools) - Amazon Future Engineer (Computer Science) See Appendix 15 for complete course list	N/A

b. Meeting Needs of the Target Student Population: A Tier-1 rating on 9-12 curricula indicates that the Louisiana Department of Education (LDOE) found that the materials provide extensive scaffolding, support, and vocabulary acquisition tools, thereby enabling diverse learners, Students with Disabilities, and English Learners to comprehend and access grade-level material. Core and supplemental curricula

¹⁹ Louisiana is phasing out the U.S. History as a required course for high school students. Beginning in 2024-25, high school students will instead enroll in Civics or a permitted substitute course. The LAAP team is in the process of selecting an appropriate Civics course and will determine whether additional curriculum will be leveraged to support implementation of this course.

²⁰ “High Quality Science Curriculum,” Louisiana Department of Education, August 2023, www.louisianabelieves.com/docs/default-source/year-long-planning/high-quality-science-curriculum.pdf?sfvrsn=7d969a1f_26.

²¹ Learn more here: <https://ddem.lsupathways.org/>.

selected by LAAP also provide our instructors the flexibility to integrate our unique teaching methodologies and industry lessons into core academic lessons.

Since no Tier-1 Science curriculum currently exists for high school in Louisiana, LAAP plans to implement inquiryHUB and OpenSciEd, two curricula currently being studied by the LDOE. Should the state identify a Tier-1 science curriculum before our opening in 2025, LAAP may shift to use a state-supported provider instead.

11. Co-curricular and Extracurricular Programming

Rather than participate in traditional co-curricular activities, all LAAP students must complete coursework aligned to a Production Career Pathway and will have the opportunity to participate in industry-based internships. The Executive Director, Principal, and the Assistant Principal for College and Career Pathways will secure internships for their students by working closely with the Board of Directors, Advisory Board, and community partners. The Executive Director will secure local partnerships with university and industry professionals for students to enroll in CTE and career pathway courses and training. The Executive Director and the Board will secure funding for courses and training while also pursuing industry professionals to provide free student training at their company or organization. Examples of industry training and career courses are Accounting I, Digital Media I, and Digital Graphics and Animation.

12. Describe the basic learning environment, including class size and structure

LAAP will create a positive, creative, and professional learning environment that supports the implementation and sustainability of the school model. LAAP will be a small high school serving approximately 75-100 students in each grade level. At full scale, the school plans to serve 400 students. Class sizes in core subjects will be 25 students. The teacher-to-student ratio will range from 19:1 to 25:1 for core subjects and approximately 12:1 to 17:1 for specialized Production Career Pathway classes. The school's schedule supports the school structure by 1) using a block schedule for deeper learning and to implement PBL; 2) employing a longer school day for students from 8 am to 4 pm; and 3) using Tuesday mornings for 90-180 minutes of training and preparation for core teachers and staff including professional development, planning time, curriculum development, EL and special education meetings, meeting with other core-content teachers, meeting with students to guide projects, and meeting with parents or guardian in person, by phone, or via Zoom. During these 90-180 minutes of teacher training and preparation, students will be taught by non-core content teachers or industry instructors in their non-core subjects. In addition, teachers will work with industry instructors to regularly expose students to the entertainment industry career in the classroom, on campus, during industry-related field trips, and through frequent guest speakers. On Wednesdays, students will use the last block of the day for internships, field trips, and to continue working on their hands-on learning projects and digital portfolios, with the ability to conference with teachers as needed.

ASSESSMENTS

13. Diagnostic, Formative, and Summative Assessments

LAAP will use a variety of state-mandated, Tier 1 curricula-aligned, and teacher-developed assessments to ensure students are making academic progress and demonstrating academic achievement to meet the school's mission. LAAP will conduct consistent diagnostic, formative, and summative assessments to measure student academic achievement and progress throughout the school year.

Diagnostic & Internal Data Collection: Teachers will utilize each entering student’s recent LEAP 2025 (LEAP) performance data, a Tier-1 diagnostic assessment, and the NWEA MAPS (NWEA) assessment to establish student baseline data annually. This baseline data will allow LAAP to individualize instruction to meet students where they are. Subsequent assessments will be leveraged to follow student academic performance and progress across ELA, Math, Science, and Social Studies. NWEA is aligned to Louisiana State Standards, is highly correlative to LEAP performance, and provides useful data to identify and track Individualized Educational Plan (IEP) goal progress.

Formative & Interim Assessment: Teachers will use formative assessments in core academic classes directly aligned with selected curricula for the course. Teachers may supplement with interim, internally-designed assessments such as quizzes, exams, projects, project rubrics, and exit tickets as necessary. Both types of assessments will be given to students before the state tests to oversee quarterly student progress. Students with disabilities will receive assessment accommodations or modifications based on their IEP or 504 Plan.

Summative Assessments: LAAP will leverage state-mandated end-of-year exams across all subject areas. Students with disabilities and English Learners will receive accommodations or modifications based on their IEP, 504 Plan, and EL Instructional Support Plan. In addition, parents/guardians will be notified of the administration dates of these tests that will take place throughout the year.

a. Assessment Purpose, Design, Format, and Rationale: See the table below of LAAP’s comprehensive list of assessments designed to evaluate students' knowledge and skills.

LAAP Assessment Table

Assessment	Purpose & Rationale	Design & Format	Frequency
LEAP 2025 or LEAP Connect (Summative)	Assesses students’ achievement levels in English I & II, Algebra I, Geometry, U.S., History & Biology; grades 9-12	Sample online LEAP practice exams LEAP assessment	Quarterly: Fall/spring
ELA Tier-1 myPerspectives (Pearson Education) & Louisiana Guidebooks (Formative)	Assesses students’ achievement levels: ELA; grades 9-12	End of unit assessments that comes with curriculum and Guidebooks	End of each quarter
Math Tier-1 enVisions (Pearson Learning) & Louisiana Guidebooks (Formative)	Assesses students’ achievement levels: Math; grades 9-12	End of unit assessment that comes curriculum and Guidebooks	End of each quarter
Social Studies Tier-1 DBQ Project & The Choices Program	Assesses students’ achievement levels: Social Studies; grades 9-12	End of unit assessment that comes with curricula	End of each quarter

(Formative) ²²			
Science inquiry HUB Biology & OpenSciEd Biology, Chemistry, and Physics (Formative)	Assesses students' achievement levels: Science; grades 9-12	End of unit assessment that comes with the curricula	Each quarter at the end of each course unit
NWEA MAP Diagnostic- only	Administered to students to monitor progress learning grade-level concepts & skills relative to national norms & predictive of state Standards in ELA, Math, and Science; grades 9-12	Online	Before start of school/first week then in spring
Pre-ACT ACT	Administered to assess student skills in reading, math & writing relative to a national cross-section of their Peers; grade 11	Online	Fall and spring
English Language Proficiency Test (ELPT)	Assesses the English-language proficiency of students who meet participation criteria for English Learners (ELs): grades 9-12	Online	Before/first week of school and spring TBD
Production Career Pathway			
Various credential exams	Industry-related credential exams aligned with career pathways (ex: Advanced Adobe IBC exam)	Online	Annual
Professional Digital Portfolio	Teacher created standards and rubric; used for job interviews and as a resume	Online	Annual
Mini-Portfolio Projects	integrated industry-based project; uses teacher rubric aligned to state standards and/or certification criteria	Live, online, and with artifacts	Winter and end of year

²² Louisiana is phasing out U.S. History as a required course for high school students. Beginning in 2024-25, high school students will instead enroll in Civics or a permitted substitute course. The LAAP team is in the process of selecting an appropriate Civics course and will determine whether additional assessments will be leveraged to support implementation of this course.

b.,c. Alignment with curricula, state standards, LEAP 2025 and ACT: All assessments come from Tier-1-rated curricula and are aligned to LEAP 2025 and the ACT. The science curriculum is not Tier-1-rated because the LDOE has no designated Tier1-rated science curriculum. **As described in the Curriculum table above** the chosen science curriculum received a review of “high quality” and “closely aligned with Louisiana State Standards in Science.”²³

d. Collection and analysis of results: See description in section 13 f, below.

e. Alignment with special education assessments: LAAP will provide its students with testing assessments aligned to their 504 and/or IEP assessment and testing accommodations. Special education students have access to LEAP Connect as aligned to their IEP.

f. Data-informed instruction, planning, and professional development: Teachers and industry instructors use data and inputs from frequent formative assessments to gauge what students are learning, design continuing assignments, guide the preparation of lessons, and make instructional decisions that result in course corrections and adjustments in scope and sequence throughout the academic year. LEAP's teachers and industry instructors will meet as grade-level teams and with the Principal or an industry expert during weekly professional development periods so that they can make adjustments on a daily, weekly, and monthly basis. Through professional development, teachers are taught to analyze formative assessment and benchmark data to inform and adjust full class instruction practices to provide additional support for students who require it. **See the Professional Development section of the application.**

Teachers will produce student report cards each quarter. The quarterly report cards will evaluate student progress and performance in academic course work, social and emotional development, attainment of professional soft skills, and digital portfolio projects using a numeric 1-4 point scale: 4: exceeds rubric standards; 3: meets rubric standards; 2: approaching rubric standards; and 1: not meeting rubric standards.

g. Communication with Parents/Guardians: The school newsletter will be emailed to families and printed and sent home with students each quarter. In addition, parents and guardians will have ongoing access to PowerSchool and Parent Square, which allows them to track their student’s progress and grades, key dates, and events daily.

Teachers send home (progress) report cards every quarter, and report cards at the end of each semester. Formal, optional parent conferences occur once per semester (fall after Q1 and spring after Q2). If a child is in danger of failing a block course (i.e., for the semester), then a conference is mandatory and can be held on a date accessible to both the parent and the school.

SCHOOL CALENDAR AND STUDENT SCHEDULE

See Appendix 2, 3, and 4

DIVERSE LEARNERS AND STUDENT SUPPORTS

17. Methods and Strategies for Serving Struggling Students

LAAP will follow the research- and evidenced-based Response to Intervention (RTI) process to identify and support struggling students. LAAP’s School-Based Leadership Committee (SBLC) will use universal

²³ “High Quality Science Curriculum,” Louisiana Department of Education, August 2023.

screeners, NWEA results, and teacher observations and feedback to identify and support all the school’s diverse learners and those identified as struggling students. The SBLC Team shall review and analyze data, including RTI results, to determine the most beneficial options for a student.²⁴ This section was developed using resources from the RTI Action Network and the National Center.

a, b. Student Identification and Definition of “Struggling Student”: LAAP defines a “struggling student” as a student at risk of academic failure or not making academic progress compared to the student's potential or their peers, does not meet **behavioral expectations described in section 21**, and/or is not on track to meet graduation requirements, including to complete their Production Career Pathway Program. LAAP will use this definition of a struggling student when applying the RTI process to identify struggling students if the student falls into one or more of the categories mentioned above.

c. Strategies, Programs, Supports, Resources, and Personnel Dedicated to Struggling Students: The process of identifying struggling students begins at the beginning of each school year when all students take the NWEA assessments in Math, ELA, Writing, and Science and teachers administer the universal screener. These early diagnostic assessments help teachers understand all the students’ baseline academic data and highlight their areas of strength and growth. In addition, teacher observations and inputs are used to identify struggling students as the school year progresses and teachers better understand each student’s academic profile.

When a general education classroom teacher, industry instructor, or Social Worker, using a body of evidence for academic performance and behavioral expectations, identifies a struggling student, they will request a meeting with the RTI team and begin to engage in the LAAP RTI process.

The RTI team consists of and is led by the Special Education Coordinator, the contracted special education teacher, a teacher, an industry instructor, and the Social Worker. The RTI team will regularly monitor the struggling students' academic performance and ability to meet behavioral expectations by reviewing data that includes teacher observations and formative assessments in a general education setting.

LAAP’s RTI team will apply the RTI three-tier intervention model adapted from the RTI Action Network. This three-tier process enables all interventions to be targeted in a progressive and defined order. See below:

Tier I (Universal Level): Universal screenings are given to all students, such as NWEA, and will be used to identify students who need further intervention services and the next Tier of support. Examples of interventions at this level are the school-wide Language Lab for ELA (see Appendix 2 school schedule) and the Positive Behavioral Interventions and Supports (PBIS) approach. **See Approach to Discipline section for a description of the PBIS.**

Tier-2 (Targeted Level): Specific interventions at this level could include modified assignments, targeted small-group instruction, copies of notes provided by the teacher, and daily checks for understanding. If targeted interventions are unsuccessful and the student continues to struggle to make sufficient academic progress, a more intensive intervention plan will be put in place with the assistance of the school’s SBLC.

²⁴This section was developed using sources from the RTI Action Network and the National Center on Safe Supportive Learning Environments for Louisiana, found here: https://safesupportivelearning.ed.gov/discipline-compendium?state=Louisiana&sub_category=Multi-tiered%20Frameworks%20and%20Systems%20of%20Support.

The SBLC is composed of the Principal, Social Worker, teacher, and Special Education Coordinator. The composition of the SBLC may change depending on the student of concern’s teacher and advisor’s input.

Tier 3 (Intensive Level): Interventions may include one-to-one instruction/support on specific targeted instructional areas or individually designed PBIS interventions. The frequency and duration of instructional or behavioral interventions may increase depending on the student's needs. The RTI team will review student data to determine if the student should be referred for an evaluation or if the student has made progress and can move down to Tier-2. The RTI team will meet with the SBLC.

d. Evaluating Efficacy: The RTI team will meet weekly and employ a variety of program monitoring and tracking systems to consistently evaluate the individual student’s progress or lack of progress within the three Tiers and evaluate the overall program efficacy. During the weekly meetings, the RTI team will also review student assessments and teacher academic and behavioral data during the weekly meetings. The RTI team will discuss each student’s progress or lack thereof compared to the prior week's intervention. This time will also be used to identify and escalate a student to the next Tier (when applicable) and be referred to the Special Education Coordinator to conduct an evaluation.

In addition, the Principal and RTI team monitor the number of students who exceed or are below the number of students in any of the Tiers. Once this is identified, the Principal and RTI team will research the cause of any academic challenges, behavioral challenges, and type of current intervention the students may not provide. This research prompts the RTI team to review the current services provided to all LAAP students. Findings from the quality review will inform changes made to the RTI program to improve academic and behavioral results for struggling students.

e. Sub Group Monitoring: The RTI team will collect student demographic data as part of the RTI program monitoring process. During weekly RTI team meetings, members will monitor all struggling student demographic data to ensure that no one student demographic is being over-identified for the RTI program. If the RTI team discovers that a disproportionate number of struggling students from one demographic are being over-identified, then the Principal and the RTI team will call an all-school meeting to present the struggling student demographic findings. The Principal and RTI team will interview teachers, industry instructors, Social Workers, and the Special Education Coordinator to understand why a demographic of students is being referred to RTI at such disproportionate rates and what is the root cause. Once the root cause is determined, the Principal will coach these faculty members and hold school-wide professional development for all LAAP faculty and staff to correct for and prevent any further sub-group over-identification to the RTI program.

f. Trauma-informed Care, Mental Health Screeners, and Other Supports: LAAP will provide and administer the following screens and supports for all LAAP students, faculty, and staff:

- **Trauma-Informed Care:** Professional development is provided to all staff members at the beginning of the school year on best practices in trauma-informed care for all students. Other training sessions are held throughout the year to provide analysis of data points to the staff, recognize best practices, and ensure policy changes as needed. **See the professional development section for training details.**
- **Mental Health Screener:** LAAP utilizes the Strengths and Difficulties Questionnaire²⁵ (SDQ) as a mental health screen for all students in grades 9-12, administered by the counselor within the first four weeks of school and again at the beginning of the 3rd quarter. The SDQ is a brief

²⁵“The Strengths and Difficulties Questionnaire.” *SDQ*, 16 August 2022, <https://www.sdqinfo.org/a0.html>.

behavioral screening questionnaire designed for students 11-17 years of age (18-year-olds use different questionnaires). The SDQ was chosen as it is data-driven and research-based.

- **Social-Emotional Learning:** In cultivating a positive and healthy school climate, LAAP provides a proactive and responsive support system to help students improve social-emotional and behavioral skills for well-being, independence, and health enrichment. Social-emotional learning (SEL) is embedded in the advisory program and provided to all grades 9-12 students.
- **School Social Worker:** Students may be referred to a school Social Worker through the SBLC. If the SBLC feels that a counseling referral is needed, the teacher who initiated the referral will follow the process to gain parent consent to start the counseling referral and assessment. This process includes in-depth information regarding concerns and the student’s response to RTI program interventions by the referring teacher. All procedures for referrals, evaluations, and/or changes to a student’s IEP are followed in accordance with Bulletin 1508. Parents are notified in person and/or in writing about progress and outcomes as the process progresses.
- **Contracted Support Services:** LAAP will contract out support services for Students with Disabilities and English Learners based on their unique service needs. The Principal will identify a support services provider by Spring 2025.

18. Methods and Strategies for Serving Students with Exceptionalities

LAAP will use similar methods and strategies to identify students with exceptionalities as described above for struggling students. LAAP will follow LDOE guidelines to identify and serve students with exceptionalities.

a. *Identifying Students With Disabilities within RTI Process:* ²⁶ **As described in the RTI program section above,** a struggling student in Tier 3 who is not demonstrating progress based on data and observations from multiple interventions will be referred to the Special Education Coordinator for an evaluation. The struggling student’s parent/guardian will be called for a school meeting with the RTI team to discuss the student’s academic and behavior profile and decide together if the student should have an initial evaluation to determine if their student has a disability and needs special education or related services.

Once the parent/guardian agrees to the initial evaluation, LAAP has 60 days to conduct it. The initial evaluation consists of a comprehensive review of RTI data, classroom and lunchtime observations, parent conversation and interview, universal screeners, NWEA results, previous and recent formative and summative test results, and conduct evaluations contracted through an approved Pupil Appraisal Service as needed. The Special Education Coordinator oversees the evaluation process.

Once the initial evaluation is completed, the Special Education Coordinator shares the results with the parent/guardian and RTI team and decides if the student should be recommended to the SBLC for their review of the evaluation findings. This would be to avoid misidentification of a student demographic subgroup and determine possible exceptional student eligibility via further evaluations with the parent/guardian.³⁴

Once the parent/guardian agrees to further testing, the Special Education Coordinator contracts and coordinates a student evaluation to be conducted by LDOE-approved Pupil Appraisal (Pupil Appraisal) personnel or vendor services. Examples of Pupil Appraisal personnel and services are Occupational Therapists, School Psychologists, Speech/Language Pathologists, and School Nurses. Examples of Pupil Appraisal evaluations and assessments are aptitude and achievement test results, parent input, teacher recommendations, and review of RTI data.

²⁶The LDOE Special Education Process and Procedural Safeguards Handbook was used to develop special education related responses in this section.

In addition, all Child Find/Child Identification procedures will comply with Bulletin 1706. The Special Education Reporting System will be used as a monitoring system for all related special education activities. Lastly, no later than June 30 of each year, LAAP will submit a copy of the school's Child Search Report form and the form to the Division of Special Populations annually.

Lastly, LAAP will start with a class of 75 9th-grade students, many of whom will likely already come to school with an IEP and 504 Plan. The Special Education Coordinator will review each student's IEP and 504 Plan before the start of the school year and arrange for all students with IEPs and 504 Plans to start receiving their mandated services and/or accommodations within the first month of school.

b. c. Resources, Personnel, and Services Provided

Personnel & Resources: The goal of the special education program is to provide push-in classroom support and services as mandated by their IEP. The special education program personnel are both contracted and full-time: a Special Education Coordinator, a Social Worker, a contracted Special Education teacher, a school Nurse (starting Year 4), a Speech and Language Pathologist (starting Year 4) and a contracted services provider (approved LDOE-Pupil Appraisal vendor) for part-time personnel and therapeutic services mandated by students' IEP. Contracted services include and are not limited to occupational therapy, physical therapy, and auditory support. The special education team monitors compliance with all special education state, federal, and local requirements. The primary responsibilities of the key personnel are below:

(1) Special Education Coordinator: Leads student evaluations and IEP development; monitors provisions of ongoing services; oversees 504 Plans and contracted service providers, including Special Education teachers; coordinates and collaborates with parents/guardians, the Principal, general education teachers, and contracted Special Education teachers to ensure all parties understand the IEP services, accommodations, and needs of the student during the school day.

(2) Social Worker: Provides counseling and crisis intervention services; liaisons with parents/guardians and teachers as needed to support students in schools; acts as a member of the 504 Plan team.

(3) Contracted Special Education Teacher: Provides classroom push-in support for students and small group lessons unless otherwise mandated by their IEP.

(4) Contracted Services Provider²⁷: As described above, therapeutic and academic services are provided to students based on their IEP. In Year 4, a full-time speech pathologist and nurse will join the school, so those services will no longer be contracted out.

Training: SPED Strategies will support and train the Special Education Coordinator and the contracted Special Education teacher to ensure the special education program and services meet LDOE requirements.

d. Monitoring Achievement: To regularly evaluate the needs of individual students, LAAP will utilize a series of trackers that track student progress and demographics to ensure LAAP is not overidentifying certain subgroups, particularly as it is an intentionally diverse school. The school will hold weekly data meetings for students in Tiers 1 & 2 to review student assessment data. For all students in either Tier-1 or 2 of RTI, LAAP will use the time to discuss any interventions or support needed for students who did not

²⁷This contract will be with an approved LDOE-Pupil Appraisal vendor.

progress on the most recent assessments. Time will be used to identify trends for individual students who may warrant escalation to Tier 3.

e. Evaluating Efficacy: The special education program will be evaluated continuously on program efficacy. There will be a series of meetings and checkpoints throughout the year to ensure a high-quality special education program and that general education and contracted therapists have the resources and training to meet students' IEP goals. These meetings are 1) a special education team meeting at the beginning of the school year to track student progress and set goals for IEP goal attainment for the year; 2) monthly meetings with the special education team, which include a review of each student's academic profile, recent assessments, teacher and therapeutic providers observations by the student's therapeutic contracted providers and general education teacher(s) to identify any areas in need of additional support or classroom modifications; 3) quarterly meeting with the special education team and Principal to share special education program and student progress or lack of progress to meet IEP goals, teacher training needs; and 4) an end of year school meeting to document progress or lack of progress in student attainment of IEP goals and identify if any one demographic or subgroup has been over-identified for special education services. Findings from the end-of-year meeting will inform how the special education program will be modified or enhanced for the upcoming school year.

All meeting data is tracked in the special education dashboard and is kept and updated by the Special Education Coordinator every month (during the meeting described above). The dashboard will track the annual percentage of students meeting their IEP goals, student demographic and subgroup data, identify areas where students are not making progress, and codify key dates for each student's annual or tri-annual evaluations. As each student's academic profile is unique and their IEP goals vary, LAAP will not set a singular percentage point to affirm the efficacy of the special education program. Percentage goals for each student's IEP attainment will be the measure for program efficacy.

f. Monitoring Subgroup Data: Tracking the demographic data to ensure students are not over-identified in any subgroup in the special education program begins in the RTI and identification processes as administrators and interventionists meet quarterly to review data to make two determinations: 1) "Are the majority of students responding to their interventions, signaling the effectiveness of the programming?" and 2) "Are any student subgroups over-represented throughout the school and grade levels, signaling an inequitable implementation of Tier-1 universal instruction, intervention, and identification?" These same questions, data, and observations are analyzed during the quarterly and end-of-year special education team and Principal meetings. If the special education identifies any demographic or subgroup over-represented, LAAP will first turn to SBLC to investigate to ensure no student has been misidentified as having exceptionalities.

19. Methods and Strategies for Serving English Language Learners

LAAP will use research and evidenced-based methods and strategies to identify and serve English Learners (EL) following the federal and state laws.²⁸

a. Identifying English Learners: At the start of each school year, all LAAP families will complete the Home Language Survey and the Family Interview Questionnaire to determine if their student is eligible to be identified as an EL. If a student is identified as eligible to be an EL, the contracted ESL teacher has 30 days to administer the English Language Proficiency Screener (ELPS), conduct a parent/guardian

²⁸The LDOE ENGLISH LEARNER PROGRAM HANDBOOK School System & Charter School Administrators was used to write this section.

interview using the Parent Questionnaire, and notify the parent/guardian of the results of the ELPS per BESE Bulletin 741, Section 351.

The contracted ESL teacher will use the results from the ELPS to identify the student’s English proficiency level and create the EL Instructional Support Plan (Support Plan). The contracted ESL teacher will meet with parents/guardians and provide them with a Support Plan for the school year for review, approval, and immediate implementation. LAAP’s goal is for EL Support Plans to occur inside the classroom as push-in support and services. Once the Support Plan is finalized, the contracted ESL teacher will share the student’s Support Plan and (English Language Learner (ELL) Accommodations Checklist for classroom and assessment with all the student’s teachers. Annually, the contracted ESL teacher will notify parents/guardians of their student’s continuation of services and an individual student report.

To ensure an EL is not inappropriately identified as a student with special needs, LAAP will follow the identification protocol **described above and follow the RTI system described in Section 17.c.**

b. Approach, Resources, and Personnel: All regular education teachers with ELs in their classes will receive support from the contracted ESL teacher as push-in support and pull-out student for small group instruction as needed. The degree of intervention is varied and responsive to each individual student’s language instruction needs. Please review the sample schedule for an English Learner in **Appendix 3**.

LAAP will contract with a certified ESL teacher. The contracted ESL teacher will meet Louisiana certification requirements. They will possess a valid standard teaching certificate and take four courses (12 hours) to complete an add-on ESL endorsement. In addition, The ESL teacher will be responsible for all aspects of LAAP’s ESL program, including school-wide EL professional development and training.

c. Monitoring Achievement: The contracted ESL teacher will analyze assessment results to track student academic and English language acquisition progress. The contracted ESL teacher will administer the English Language Proficiency Test (ELPT) annually until the student is eligible to leave the program. ELPT results and student progress are shared with parents/guardians annually. ELs reclassify to English Proficient (EP) at the end of the school year based on their ELPT assessment result data and can exit the program based on ELPT results, contracted ESL teacher recommendations, and parental/guardians approval. EL exited students will continue to be monitored by their contracted ESL teacher and general education teachers to ensure the student can fully participate in the general education setting and access the core and non-core curricula.

d. Evaluating Efficacy: The Principal, Executive Director, and contracted EL teacher will assess the efficacy of the EL program at the end of each school year. The contracted ESL teacher will collect and track the following student data: 1) ELPT results; 2) duration of time in the ESL program; 3) drop/school retention; and 4) graduation rates of students who have exited EL status compared to non-ELL students. If the data indicates that ELs are not becoming English proficient within a reasonable timeframe based on their EL status, then the contracted ESL teacher will modify the program.

e. Translation Plans: LAAP will translate all necessary materials into the family’s home language and have a translator at all family and school meetings as needed. Examples of necessary material include but are not limited to, report cards, EL program-related documents, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, Student and Family Handbook, student discipline policies and procedures, registration and enrollment, and field trips and off-campus activities

parent/guardian signature forms. Translated material will be posted on the LAAP website and provided in email or letter correspondence.

20. Methods and Strategies for Serving Academically Advanced Students

LAAP will use the Universal Screener to identify advanced students and gifted and talented students. Although the school will not offer a traditional gifted and talented program, LAAP will meet the needs of advanced students.

a. Identifying Advanced and/or Gifted and Talented Students: LAAP will use the Universal Screener to identify advanced students. All students at LAAP will have a personalized program that advances them academically and through the Production Career Pathway Program.

b. Strategies and Programs Provided: LAAP's school model is well-suited to support diverse learners, including advanced students. The school's project-based approach allows staff to cater assignments to the interests and needs of all students. All students will have individualized learning plans to understand academic content and skills for growth and acceleration. For example, if a student is identified as advanced, the teacher and industry instructor would bring this student into a group project where the team needs a strong writer to develop a short film. This advanced student could adapt their favorite novel into a script for a short film that she and her teammates would produce.

c. Programs, Services, and Supports for Academically Advanced students: The school model's individualized pathways and project-based learning methodologies are uniquely designed to support students across a wide spectrum of entry points, including advanced students. This model allows teachers to customize projects to meet students where they are while teaching the same standards and concepts to all students.

BEHAVIOR MANAGEMENT

21. Approach to Discipline

LAAP will create a positive school environment for all students, faculty, and staff. Students will be known by their peers, teachers, industry instructors, and school staff. LAAP plans to be a small, diverse school with a student body deeply interested and invested in careers in the production industry. As a small campus with a rigorous academic and career-prep program, our staff will be equally invested in our students' career readiness and long-term success. To foster this positive environment, the leadership team will design and implement a school culture that promotes student agency and individualism and celebrates student growth. This section is informed by **Appendix 5: Master Plan and PBIS best practices**.

LAAP's approach to student behavior and classroom management will be the use of Positive Behavior Interventions and Supports (PBIS) to create a positive, safe, and orderly school climate and culture. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.²⁹ PBIS centers on affirming positive student behaviors and recognizing and rewarding active participation and exemplary conduct. The goal of the PBIS approach is to eliminate challenging behaviors and replace them with positive social skills. PBIS is a recognized best practice that decreases the need for punitive and invasive intervention practices or discipline procedures.

The primary practices of PBIS classroom management are as follows:

- Simple definitions of expected forms of behavior are codified for students, faculty, and staff;

²⁹ "What is PBIS," Center on PBIS, <https://www.pbis.org/pbis/what-is-pbis>.

- Disruptive behaviors and their consequences are codified for students, faculty, and staff;
- Positive and proven incentives are in place to encourage students to modify inappropriate behavior, such as public awards or a homework pass;
- Faculty and staff commit to ongoing implementation of the approach by providing support, advice, and evaluation of student progress to achieve positive behavioral goals, as well as by documenting trends in the School Improvement Plan; and
- All faculty and staff participate in ongoing training to implement the approach with fidelity. An example of LAAP’s simple definitions of expected forms of behavior are the following clearly defined behavioral expectations:
 - Respect each other’s rights, individuality, and differences
 - Respect for others’ time and work
 - Respect others’ property and take responsibility for their own property
 - Ask for help when you need it
 - Arrive prepared, on time, and ready to learn each day

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff, as elaborated in Appendix: 5 Master Plan.

a. Communication of Approach and Policies: LAAP will communicate with parents/guardians regularly. At the beginning of each school year, parents/guardians will receive a Student and Family Handbook that outlines the school’s code of conduct, school policies, and behavioral expectations. The code of conduct will be completed spring of 2025 and will comply with R.S.17:416.12, R.S. 17:416.13, and Section 4114 of the No Child Left Behind Act of 2001(NCLB). **See Assessment and Parent Communication sections for parent communication schedule.**

b. Interventions and Consequences. Interventions and consequences will be used as alternatives to exclusionary discipline. The following consequences or interventions may be implemented using restorative practices and conflict resolution to handle behavior referrals.

- (1) Morning Detention:** A consequence for significant breaches of conduct or a series of lesser breaches of conduct outlined in the code of conduct. Parents/guardians will be made aware of the date, time, and location of the upcoming detention.
- (2) After-School Detention:** A consequence for significant breaches of conduct or a series of lesser breaches of conduct outlined in the code of conduct. Parents/guardians will be made aware of the date, time, and location of the upcoming detention.
- (3) In-School Intervention:** Students will evaluate their own behavior and take part in modifying their behavior in the future. This intervention is in place to address major disciplinary issues and avoid detentions. The student is responsible for completing all coursework during the intervention. The school Social Worker will conduct and supervise the intervention.
- (4) In-School Restorative Practice:** Students will reflect on their behavior and participate in a restorative practice with other student(s). This practice is in place to address major disciplinary issues and avoid detentions or perceived harm to others. The student is responsible for completing all coursework during the practice. The school Social Worker will conduct and supervise the restorative practice.
- (5) Exclusion from Field Trips:** A consequence designed for major disciplinary issues or repeated minor disciplinary issues. Parents/guardians will be notified of the field trip the student will miss. The student will remain in school for the day and complete all coursework.

LAAP will only deploy exclusionary student discipline practices for expulsion or suspensions consistent with R. S. 17.416 under the following circumstances:

- **Out-of-School Suspension:** A student may be subject to out-of-school suspension per the code of conduct. Suspension is used for repeated and major disciplinary offenses. Suspended students are not permitted to participate in any school activities or be on campus during the suspension.
- **Expulsion from School:** The leadership team will be in direct contact with parents/guardians to do everything possible to prevent offenses from escalating to expulsion. Some disciplinary offenses are considered to be extreme. An accrual of suspensions is grounds for expulsion and can be made by the Principal. Any student expelled from school cannot participate in any school activities or be present on school grounds during their time of expulsion.

These common major offenses could warrant a recommendation for expulsion: 1) students who bring, possess, or use any narcotics, stimulants, or alcohol; 2) students who inflict bodily injury to anyone; 3) students who carry or use any weapon on school grounds; 4) students who engage fire alarms or make fake 911 calls; and 5) students who threaten or endanger the safety of any member of the school community, including students, faculty and staff.

c. Protection of Student Rights: All LAAP students have the right to due process to resolve disputes between parents/guardians and the school. Due process will be described in the code of conduct. The code of conduct will be distributed to parents/guardians at the start of every school year and the beginning of discipline procedures if one should take place. If a parent/guardian disagrees with the expulsion or suspension decision by the Principal, the parent/guardian can appeal to the Executive Director within three days of the decision. The ED will evaluate the information and circumstances for the appeal and then make a final decision. The ED may meet with the parent/guardian and a representative from the school team to collect more information related to the appeal to make a final decision. The ED is the final decision maker in the suspension and expulsion process. If a student with special needs receives a disciplinary consequence or is considered for expulsion or suspension, the decision will be made on an individual basis according to the student’s IEP or 504 Plan. Special Education students are under the Individuals with Disabilities Education Act (IDEA) and corresponding policies for disciplinary actions. The code of conduct will detail distinct guidelines regarding discipline and special needs students. If a student with exceptionalities is expelled or suspended and the parent/guardian disagrees with the school’s decision that the behavior was not a manifestation of the student’s disability or with the short-term alternative location or educational services, the parent/guardian may ask for an expedited due process hearing to oppose the school’s conclusion. If the due process Hearing Officer concurs with the parent/guardian, the student may stay in the school where the action occurred unless the parent/guardian and the school conclude otherwise.

LAAP is committed to meeting all requirements of Section 504 of the Rehabilitation Act, the IDEA, and state laws regarding disciplining students with disabilities, including conducting Manifestation Determination Reviews (MDRs) when determining suspension or expulsion for students with disabilities. The Executive Director and Principal receive two years of extensive training with SPED Strategies through the Incubator program on all special education and diverse learning policies, practices, monitoring and compliance, and program development and support.

d. Monitoring Subgroup Data: LAAP’s Principal will monitor and collect data on all student long-term suspensions and expulsions every quarter, including monitoring demographic data of suspended or expelled students to ensure an equitable approach to behavior modification. This data will be available via the school’s data management system PowerSchool. Student suspension and expulsions will be

disaggregated by subgroups (gender, race, ethnicity, economically disadvantaged, and IEP/504) to ensure no subgroup is disproportionately represented in disciplinary categories. In addition, subgroup participation rates in absenteeism, tardiness, behavior referrals, assignment of detentions, and suspensions will be collected. When it becomes evident that a subgroup is experiencing difficulty, the nature of the response varies by the student and the circumstances surrounding the student. The Principal, counselor, and teachers are equipped to review data, find irregularities, and systematically employ a root-cause identification and solution modification process.

If the data suggests a disproportionate or over-identification of any subgroup, the Principal will conduct outreach to the Social Worker to determine the appropriate school-wide action plan to implement immediately. Additionally, the Principal and Social Worker may work with individual teachers to provide real-time coaching using the skills learned from SPED Strategies to highlight when and how to apply non-punitive, culturally responsive, and trauma-informed approaches.

The Principal is tasked with providing proactive professional development and support to ensure LAAP maintains an equitable approach to behavior management. This starts with developing a school environment and culture where all students feel safe and supported. Adults are encouraged to leverage relationships with students, set clear expectations, implement restorative practices, and engage with counseling support before implementing punitive tactics.

e. Supervision Plan for Suspension/Expelled Students: The supervision plan for suspended/expelled students in alternative settings will follow §416.2.³⁰ The student will be placed in an alternative setting or program in the East Baton Rouge Parish Public Schools. EBR Parish Public Schools will supervise the student until the suspension is over. If the student is expelled, EBR Parish Public Schools will be responsible for locating the best alternative placement for the student. During a student's suspension period, LAAP's registrar will contact the supervisor of the alternative placement to ensure the student is attending the alternative placement daily.

22. Appendix 5: draft School Model Master Plan (in accordance with RS 17:252)

PARENT AND COMMUNITY ENGAGEMENT

23. Family and Community Engagement

The leadership team, faculty, and staff of LAAP are committed to establishing programs and practices that build student independence and ownership of their high school education and post-secondary pathways. LAAP will keep parents/guardians frequently informed of student success and areas for improvement and will provide meaningful opportunities for the parents/guardians to engage with LAAP.

a. Plan for Family/School Partnerships: Parents are invited to attend annual LAAP events, student portfolio presentations, open houses, and quarterly student-led report card meetings. LAAP will use Parent Square to keep parents/guardians informed about key school and student “Save the Dates” if their student was absent from school, arrived late, or has a missing assignment. Other opportunities for families to engage with LAAP are to attend monthly breakfasts with the Principal and join the LAAP Parent Association (LPA). The purpose of the LPA is to serve the school’s students, faculty, and staff by coordinating and assisting with student programs, setting up the Principal’s monthly breakfast, decorating

³⁰ For description of the law see: <http://legis.la.gov/Legis/Law.aspx?d=81034>.

for holidays and spirit days, setting up family adolescent training, and other activities and training that are vital to school life and the experiences of each student. The LPA meets monthly with the Principal.

Classroom teachers and other key members of the student’s daily interaction will be in constant contact with parents/guardians digitally through phone calls, emails, and Parent Square, and physically during morning drop off and afternoon pick up from school. Through these interactions, faculty and staff members will develop strong and positive relations, keep an open line of communication, and make themselves available when parents/guardians voice concerns.

Parents/guardians who would like to conference with their student’s teacher or industry instructor outside of traditional meeting times will contact the teacher or industry instructor directly to schedule a mutually convenient time. Teachers, industry instructors, and LAAP administration will ensure they accommodate varied work schedules, languages, and transportation needs so as to not interfere with a parent or guardian's ability to engage with their student’s teachers or industry partner. Families, community organizations, industry partners, and other groups are encouraged to apply to volunteer at LAAP. Background checks are required for anyone to volunteer at the school or be in contact with students at any time. The Louisiana Code requires a limited criminal history check to be on file digitally in the school office and resubmitted annually.

b. Family Engagement in Decision-Making and Feedback: LAAP will have formalized mechanisms to ensure parents/guardians and the community are involved in the decision-making process and have opportunities to provide regular feedback to both the school leader and the Board. The school proactively seeks parent voices to inform decision-making, policies, and procedures to support its continuous improvement efforts and client satisfaction.

School-Wide Input and Feedback Opportunities to Inform Decision-Making

1. **Surveys and Focus Groups:** In pursuit of continuous improvement, LAAP will issue stakeholder surveys twice annually to inform its policy and decision-making. Survey results will be reviewed closely by the Executive Director and presented to the Board, Principal, and teachers to inform decisions related to school policy and classroom instruction. All surveys will be translated into multiple languages to ensure they are accessible to all families.
2. **LAAP Parents Association (LPA):** The LPA will not only provide parents various opportunities to volunteer in support of students and faculty, but also the opportunity to meet with the Principal and voice their opinions, ideas, and concerns in monthly LPA meetings.
3. **Monthly Board Meeting Attendance:** Parents/guardians and community members will have the opportunity to attend monthly Board of Directors (Board) meetings and share input and feedback on school-related policies and procedures affecting their students' experience at LAAP. Families and community members can attend the meetings in person, by phone, or by Zoom. All board meetings will have translation services.
4. **Board Membership:** As stated in the **Governance section**, the Board will recruit a LAAP parent/guardian to be on the Board of Directors.

Student- and Situation-Specific Input and Feedback Opportunities to Inform Decision-Making

1. **Parent-Teacher Conferences:** LAAP will hold scheduled parent-teacher conferences at least twice a year so teachers can update parents/ guardians about their child’s progress and parents can ask questions and provide input.

2. **Classroom Observation:** Teachers at LAAP welcome parents to observe classes to learn more about what the students are learning and better support them from home. Parent feedback from classroom observations is valuable for both the observed teacher and the Principal.
3. **Grievance Process:** As outlined in the LAAP Student and Family Handbook and **Appendix 6** of this application, LAAP has an established grievance policy to help resolve conflicts in the most fair and efficient way possible. This process has built-in opportunities to escalate issues as needed from Stage 1 to Stage 4; the intent is for most complaints to get resolved at Stage 1, where the parent/ teacher informally discusses the complaint or issue with the teacher or personnel involved and typically resolve the conflict within the week.

Regardless of which channel of communication parents and guardians provide input and feedback to the school, LAAP staff commits to responding within 24 hours.

See Appendix 6: Draft Grievance Policy

ACADEMIC GOALS

24. Measurable Academic Goals

LAAP has set ambitious, yet feasible, measurable goals focusing on constant growth and improvement each year of operation during its initial five-year charter contract. These goals are school-wide by projected student subgroups and for all learners at LAAP. All goals across the first five years are detailed in the tables below.

a, b. Baseline Data and Performance Goals: In year 1 of operation, LAAP will use the nearest public school district average (East Baton Rouge Parish) and the overall statewide average as a baseline for setting academic performance goals. Goals will be adjusted each year as the school gathers more data specific to our student population. For more details, see the tables below.

Additionally, LAAP’s goals are aligned with the Charter School Performance Compact. At the foundation, the goals set are in support of the mission of LAAP - to build a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television industries.

LAAP will not have a high school graduating class until the 2028-2029 School Year, which will be Year 4 of operation and thus is contingent on the school being awarded a charter renewal. Current projected goals are detailed in the table below:

9-12 Academic Goals						
High School Performance Score (Letter Grade)	EBR Baseline 2020-21 SY	Year 1	Year 2	Year 3	Year 4	Year 5
	C	C	C	B	B	A
<p>Rationale: These goals are projected and or subject to change based on the school’s baseline diagnostic and LEAP 2025 testing. The goals are set to ensure that the LAAP is a B school or better. Strategic interventions and support will be provided to students whose baseline data is lower than grade level during the Learning Lab once a week during the school day.</p>						

9-12 Proficiency Goals						
HS LEAP 2025	EBR Baseline % Proficient ³¹ 2022-23 SY	State Baseline % Proficient 2022-23 SY	Year 1	Year 2	Year 3	Year 4 and beyond
ELA I	34%	43%	40%	42%	44%	46%
ELA II	40%	47%	N/A	45%	47%	49%
Algebra	22%	39%	34%	36%	38%	40%
Geometry	19%	31%	27%	27%	29%	31%
Biology	24%	28%	NA	NA	30%	32%
U.S. History ³²	25%	27%	NA	NA	31%	33%

Rationale: These goals are projected and subject to change based on the school’s baseline diagnostic and LEAP 2025 testing. The goals are set to ensure that by Year 3, LAAP achieves a letter grade of B school or better and that by Year 5, LAAP is at or above the state average performance by subject area. The school projects an increase in performance over time as the school builds capacity. Strategic interventions and support will be provided to students whose baseline data is lower than grade level during the school day with a scheduled intervention time built into daily class instructional schedules and/or extended day program.

ACT Performance Goals						
High School Average	EBR Baseline 2021-22	State Baseline 2021-22	Year 1	Year 2	Year 3 ³³	Year 4 and beyond
		17.5	18.1	NA	NA	NA

Rationale: These goals are projected and subject to change based on the school’s baseline diagnostics and ACT practice exams. The goals are set to ensure students meet or exceed the state ACT score. Interventions and support will be provided to students whose baseline data is lower than grade level during the school day with a scheduled intervention time built into daily class instructional schedules and/or extended day program.

Graduation Rate Goals

³¹ Proficiency is defined as % of students achieving Advanced or Mastery on the exam.

³² U.S. History baseline data included as an exemplar. Louisiana is phasing out the U.S. History LEAP exam. Beginning in 2024-25, high school students will instead enroll in Civics or a permitted substitute course. The LAAP team is in the process of selecting an appropriate Civics course and will determine new goals once baseline data have been published.

³³ Though some Juniors may elect to take the ACT, ACT goals will be based on Senior scores.

	EBR Baseline 2020-21	State Baseline 2021-22	Year 1	Year 2	Year 3	Year 4 ³⁴	Year 5
Average	73.3	83.5	NA	NA	NA	NA	95%
<p>Rationale: The goals listed above are based upon (1) estimated baseline data and (2) the overarching goal that the proposed school would begin with no lower than a “C” letter grade. These calculations are based on the LDOE’s School Performance Score calculator.</p>							

Production Career Pathway Goals					
	Year 1	Year 2	Year 3	Year 4	Year 5
Goal 1: The successful completion of earning a Production Career Pathways Certificate, in addition to aa basic or advanced IBC credential upon graduation					
Average	NA	NA	4 credits	9 credits	9 credits
Goal 2: Completion of Professional Digital Portfolio					
Average	NA	NA	NA	100% graduates complete portfolio	100% graduates complete portfolio
<p>Rationale: It is critical that all students graduate with a university-qualifying diploma and a Production Career Pathway Program.</p>					

SECTION 2: ORGANIZATIONAL PLAN AND CAPACITY

STAFFING

25. See Appendix 7 for organization chart for first and fifth year of operation

26. Org Chart Narrative

The LAAP staffing plan and corresponding organizational chart were designed specifically to support the proposed school model. The Executive Director is responsible for all aspects of the school organization. The Executive Director reports to and is managed by the LAAP Board of Directors.

³⁴ Though LAAP will have a graduating class in Year 4, cohort graduation rates are not calculated until the year following the 4-year graduation date to account for any students graduating in 5 years.

Below is a summary of the **Year 1 organizational chart**:

- (1) LAAP Board of Directors (Board) oversees the Executive Director. The Board is responsible for hiring, firing, and evaluating the Executive Director, fiscal oversight of the school, fundraising, and ensuring the school meets the terms of its charter.
- (2) The Executive Director is a direct report to the Board and is responsible for the school's academic, operational, and fiscal performance. The Executive Director oversees the Principal and the contracted Operations and Finance back office service provider.
- (3) The Principal is a direct report to the Executive Director and is responsible for the school's academic, cultural, behavioral, and operational performance. The Principal oversees the teachers (core content and CTE), Special Education Coordinator, and the Office Manager.
- (4) The Special Education Coordinator is a direct report to the Principal and is responsible for the oversight and compliance of the Special Education Program and 504 Plans, including all contracted therapeutic and academic services delivered for special education and 504 students. The Special Education Coordinator oversees the Social Worker and contracted service providers.
- (5) The Social Worker is a direct report to the Special Education Coordinator and is responsible for providing counseling and therapeutic services to all LAAP students.
- (6) The contracted ESL teacher (a contracted service provider) is a direct report to the Special Education Coordinator, who is responsible for delivering EL services to students primarily inside the classroom.
- (7) The contracted Special Education teacher (a contracted service provider) is a direct report to the Special Education Coordinator, who is responsible for delivering Special Education services to students with an IEP primarily inside the classroom.
- (8) The Office Manager is a direct report to the Principal and is responsible for daily administrative activities at the school. The Office Manager oversees the Registrar.
- (9) The Registrar is a direct report to the Office Manager and is responsible for student enrollment and student records.
- (10) The teachers (core-content and CTE) are direct reports to the Principal and are responsible for delivering the curricular and instructional model at LAAP.
- (11) The contracted Operations and Finance back office service provider is a direct report to the Executive Director and is responsible for the operational and financial activities of the school.

Below is a summary of the **Year 5 organizational chart with new positions and reporting lines bolded**:

- (1) LAAP Board of Directors oversees the Executive Director. The Board is responsible for hiring, firing, and evaluating the Executive Director, fiscal oversight of the school, fundraising, and ensuring the school meets the terms of its charter.
- (2) The Executive Director is a direct report to the Board and is responsible for the school's academic, operational, and fiscal performance. The Executive Director oversees the Principal and the contracted Operations and Finance back office provider.
- (3) The contracted Operations and Finance back office provider is a direct report to the Executive Director and is responsible for the fiscal operations of the school. As a contracted entity, the back office provider will not directly manage any school staff.
- (4) The Principal is a direct report to the Executive Director and is responsible for the school's academic, cultural, behavioral, and operational performance. The Principal now oversees the **Assistant Principal for Core Academics** and the **Assistant Principal for College and Career Pathways**.
- (5) **Assistant Principal for Core Academics** is a direct report to the Principal and is responsible for the school's academic and instructional program. The **Assistant Principal of Core Academics** supervises the **core content teachers, SPED Coordinator, and Office Manager**.

- (6) **Assistant Principal for College and Career Pathways** is a direct report to the Principal and is responsible for the Production Career Pathway Program and supervises the CTE teachers.
- (7) **The Special Education Coordinator** is now a direct report to the **Assistant Principal for Core Academics** and is responsible for the oversight and compliance of the Special Education Program and 504 Plans, including all contracted therapeutic and academic services delivered for special education and 504 students. The Special Education Coordinator oversees the Social Worker and contracted services providers, including the contracted ESL, contracted Special Education teacher (a contracted service provider), **nurse, and speech pathologist**.
- (8) The Social Worker is a direct report to the Special Education Coordinator and is responsible for providing counseling and therapeutic services to all LAAP students.
- (9) The contracted ESL teacher is a direct report to the Special Education Coordinator and is responsible for delivering EL services to students primarily inside the classroom and overseeing EL services.
- (10) The contracted Special Education teacher teacher (a contracted service provider) is a direct report to the Special Education Coordinator who is responsible for delivering Special Education services to students with an IEP primarily inside the classroom.
- (11) The **Nurse** is a direct report to the Special Education Coordinator and is responsible for supporting students by monitoring and assisting them with health issues during school. School nurses can administer medication, respond to accidents, and treat injuries until the student can visit a doctor or hospital.
- (12) The **Speech Pathologist** is a direct report to the Special Education Coordinator and is responsible for delivering speech and language services to students as directed by their IEP.
- (13) The **Office Manager** is now a direct report to the **Assistant Principal for Core Academics** and is responsible for the school’s daily administrative activities. The Office Manager also serves as the first point of contact with visitors to the school community and oversees the Registrar.
- (14) The Registrar is a direct report to the Office Manager and is responsible for student enrollment and student records.
- (15) The **CTE teachers** now report to the **Assistant Principal for College and Career Pathways** and are responsible for delivering the Production Career Pathways Program and instructional model at LAAP.
- (16) The **core content teachers** now report to the **Assistant Principal for Core Academics** and are responsible for delivering the curricular and instructional model at LAAP.

This approach and organizational structure in Years 1 and 5 builds on and expands the LAAP model to meet the school’s mission. The lines of reporting ensure there is enough faculty, administrative, and business and operational staff to fulfill LAAP’s mission so students graduate with a TOPS University diploma, industry-based credentials, and professional experiences to pursue a career in the film and television production industry.

27. Staff Recruitment and Retention Plan

LAAP’s recruitment and retention plan will ensure the school is fully staffed with diversified and well-trained personnel before the start of the 2025 school year, pending charter approval. LAAP will recruit high-quality faculty and staff members locally and nationally, focusing on expertise in project-based learning (PBL), career and technical education, and production industry expertise. The school will recruit individuals who value, adhere to, and can operationalize the mission, vision, and key design elements of the Louisiana Academy of Production model.

Recruitment Plan: The recruitment plan will begin by posting faculty and staff job descriptions on LinkedIn, the school’s website, the Louisiana Charter Schools Association webpage, and on college and university job boards such as LSU, Loyola, and Historically Black Colleges and Universities such as Xavier University and Southern University. LAAP’s Principal and Executive Director will attend local job

fairs and industry conferences to recruit faculty. In addition, job descriptions will be posted on specific PBL websites and national job boards, including High Tech High Graduate Program, UCLA Center X, National Alliance for Public Charter Schools, Alternative Education Resource Organization (AERO), Big Picture Learning, Indeed, and EdJoin.

In its initial years, LAAP also plans to leverage the Board of Directors’ local connections within and throughout the community to build close relationships with potential high-yield recruitment pipelines, such as the LSU Schools of Education and Communication.

Timeline: LAAP’s formal faculty and staff recruitment process will commence in August 2024, shortly after the Principal starts in July 2024. The school Principal is the most upcoming and critical hire LAAP’s executive team will make. The team has already begun the process of recruiting a Principal through the use of our informal network, school visits to similar school models, and outreach to various educators in advisory capacities. The Executive Director has already started recruiting industry instructors and experts to provide hands-on training for students in the film and television production industry. **Key hiring milestones are below:**

- January 2024: LAAP Executive Director begins search for LAAP Principal
- June 2024: LAAP Principal offer extended
- July 2024: LAAP Principal begins work
- August 2024: LAAP Principal begins staff recruitment
- March 2025: All LAAP offers extended for Year 1 ahead of summer staff development

Consistent with national data-driven best practices aligned with high teacher retention rates , LAAP will create a school environment and culture that promotes faculty and staff retention.³⁵ Specifically, LAAP will use the following methods to promote retention of our highest-performing staff:

- **Defining clear expectations and celebrating success:** All faculty and staff will have clear expectations as defined in their job description and reinforced in the personalized professional development plan. All faculty and staff successes will be celebrated publicly during all student and faculty meetings. This practice of celebration is one encouraged by national teacher training organizations, including The New Teacher Project (TNTP), which instructs Principals to “recognize excellence publicly and frequently.”³⁶
- **Frequent observations and check-ins with staff:** All staff need to know where and how they are hitting the mark, where and how they need to grow, and feel supported in their development. At LAAP, we will observe classroom teachers monthly at a minimum, follow these observations with data-driven feedback and tools for improvement, and begin discussing plans to return prior to the winter holidays, according to established best practices. According to a study by the [U.S. Department of Education’s Institute of Education Sciences](https://www.edelements.com/blog/attract-and-retain-teachers-using-data-to-define-needs-and-develop-effective-methods), providing teachers with regular feedback has a proven correlation with increased student achievement levels and higher retention.
- **Deliberate, high-quality professional development:** LAAP believes the key to delivering the school’s model while also supporting and sustaining teacher and staff retention involves rigorous, relevant, and meaningful professional development (PD) and a daily schedule that provides adequate time for curricular planning and co-planning with industry instructors/experts. Faculty will receive industry-based training and exposure in editing and film and television production

³⁵ Toomer, Justin. “Attract and Retain Teachers with Effective Methods Using Data to Define Needs,” Education Elements, October 2, 2019,

<https://www.edelements.com/blog/attract-and-retain-teachers-using-data-to-define-needs-and-develop-effective-methods>.

³⁶ “The Irreplaceables,” The New Teacher Project,

https://tntp.org/assets/documents/TNTP_Irreplaceables_PrincipalGuide_Web.pdf.

similar to professional development best practices in the Roybal School. According to a 2020 study in the *Education Review*, “Teachers with more experience of professional development [tend] to have higher levels of job satisfaction.”³⁷

- **Competitive pay and benefits:** All faculty will also receive competitive salaries and benefits. The team will benefit from a non-traditional school schedule with the flexibility to complete daily personal tasks and encourage faculty to work together to improve pedagogy. According to a March 2023 study, “Giv[ing] educators the resources they need to do their jobs well” is key for teacher retention and not surprising.”³⁸

SCHOOL LEADERSHIP TEAM CAPACITY

28. See Appendix 8

PROFESSIONAL DEVELOPMENT

29. Coaching, Feedback, and Evaluation

Coaching, Feedback, and Professional Development: The LAAP Principal—in collaboration with direct supervisors—will ensure all LAAP employees have personalized learning plans that include professional development goals and act as a recursive practice to ensure individuals are making progress toward professional performance goals. Individual plans will be based on rubrics that align with each position. Plans will follow these steps:

- (1) Formal observation of staff member (beginning of year)
- (2) Goal setting with staff member (based on rubric filled out by coach and staff members in addition to the project-based teaching rubric)
- (3) Routine Feedback (based on observation and goals)
- (4) Formal and informal observation (after some time for practice)
- (5) Routine professional development and targeted coaching
- (6) Follow up and feedback repeat midyear (new rubric assessment in areas of previous goals. Either set new goals or refine goals).

Each staff member will have a coach (either a lead teacher, an industry advisor or expert, the Principal, or the Executive Director) and will receive monthly feedback and coaching in addition to the formal evaluations from their direct supervisor. The primary goal of professional development is to ensure all teachers and industry instructors receive targeted coaching and support regardless of experience. This will support high teacher retention rates at LAAP.

In addition, all faculty receive professional development before the start of the school year and throughout the school year on Tuesday mornings. Organization-wide professional development training includes data analysis, project-based learning, integrating industry-based skills in lesson and project planning, digital portfolio creation (Adobe), restorative practice, trauma-informed care, special education and diverse

³⁷ Toropova A., Myrberg E., Johansson S. “Teacher job satisfaction: The importance of school working conditions and teacher characteristics”, *Education Review*, 2021;73:71–97.

³⁸ “Teacher Retention and Turnover: Exploring the Factors that Influence Teacher Decision-Making.” *Journal of Education Review*, March 2023, https://www.researchgate.net/publication/369010523_Teacher_Retention_and_Turnover_Exploring_the_Factors_that_Influence_Teacher_Decision-Making.

learning training from SPED Strategies,³⁹ EL, and the RTI process. At the end of each professional development training, participants complete an evaluation form, which the Principal or trainer will review and consider as they plan for the next professional development session.

A sample professional development schedule is detailed in the table below. Professional development will be facilitated internally, by LDOE-approved vendors, or by industry experts. For industry-specific professional development, the Principal will work with the Executive Director to identify and select vendors with relevant, in-the-field expertise. The Principal and Assistant Principals will select only LDOE-approved vendors for all other professional development. Note that all costs for professional development are listed within the contracted services budget line item.

Sample Annual Professional Development

PD Focus	Purpose/Description	Audience	Timing
Leadership Retreat	Leadership team will review school goals, community data, historical data, and high school accountability requirements to develop annual academic performance goals. The ED and Principal will determine evaluation systems and tools to be implemented to measure and track success. The Principal and Assistant Principals will set goals for student graduation pathways.	Principal APs	Summer
Summer Training Series	Summer Professional Development will consist of a series of trainings: <ul style="list-style-type: none"> ● Team Development - Team-building activities ● School Culture <ul style="list-style-type: none"> ○ Mission and Vision ○ PBIS Methods and Techniques ○ School Master Plan, including substance abuse training for students ● Instruction <ul style="list-style-type: none"> ○ Project-Based Learning Methods, Student Work Analysis Protocol ○ Integration of production theme ○ Curriculum Overview ○ Culturally Responsive Teaching ○ Social and Emotional Learning ○ Differentiated Instruction, Targeted Small Group Learning ○ Trauma-Informed Care ● Use of Data and Assessments (ex: NWEA training, Mental Health Screener overview, Digital Portfolio rubric development) ● Operations, Tech, Human Resources 	All Staff	Summer

³⁹ SPED Strategies professional development description of offerings: <https://www.spedstrategies.com/our-focus>.

	<ul style="list-style-type: none"> ○ Introduction to technology systems ○ HR and Benefits ○ School Policies and Procedures Handbook ○ Emergency Procedures Handbook 		
Special Education Training ⁴⁰	Effective Implementation of Differentiated Instruction	All Staff	Throughout School Year
Special Education Training	<ul style="list-style-type: none"> ● Facilitating Access to Grade-level Instruction ● Identifying and Responding to Learner Variability ● Effective Collaboration and Consultation ● Setting Student Goals ● Effective IEP Meeting execution ● General SPED and IEP Compliance 	SPED Coordinator & Support Staff	Throughout School Year
Special Education Coaching	<ul style="list-style-type: none"> ● 1-on-1 Coaching ● Learning Intensives ● Webinars 	SPED Coordinator	Throughout School Year
Core Content & Assessments Mastery	<p>Training and development opportunities aligned to core content curricula and assessment implementation. Including:</p> <ul style="list-style-type: none"> ● Curricula-aligned intensives ● LDOE-sponsored trainings ● Integration of production industry themes into core content and assessment while meeting state standards ● PBL and hands-on learning approaches 	Core Content Teachers	Throughout School Year
Industry Professional Training	<p>Training and development opportunities aligned with career and technical Production Career Pathway coursework. Including:</p> <ul style="list-style-type: none"> ● Smashcut trainings ● Industry-led trainings ● LDOE-sponsored trainings (Jump Start) ● Industry certificate program assessments 	CTE Teachers	Throughout School Year
Differentiated Teacher Coaching	<p>All teaching staff at LAAP will receive differentiated, data-driven coaching throughout the school year from the Principal and/or AP. Coaching may include:</p> <ul style="list-style-type: none"> ● Guided lesson planning 	All Teachers	Throughout School Year

⁴⁰ Special Education Training’s listed are provided by SPED Strategies: <https://www.spedstrategies.com/our-focus>.

	<ul style="list-style-type: none"> ● Modeling ● Targeted feedback and support ● Using PBL and hand on learning during lessons 		
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Staff Evaluation: In compliance with national best practices and state regulations, all staff at LAAP will receive regular evaluations. The planned evaluation processes for the Principal, teachers and operational staff are enumerated below. **For details regarding the evaluation of the Executive Director, see the Board Governance section.**

School Leader Evaluation: In alignment with requirements of the Louisiana Department of Education, the school leader will be evaluated annually based on 50% professional practice and 50% student growth. LAAP’s governing Board will designate the Executive Director as the evaluator of the Principal. Annually, the Executive Director will implement the following process to ensure effective evaluation of the Principal. If the Principal does not meet standards of effectiveness for three consecutive years, they will be terminated in accordance with state regulation.⁴¹

Principal Evaluation Process

Timing	Stage	Description of Responsibilities
Summer	Evaluation Committee	The Executive Director will ask members of the Academic Excellence Committee to join a Principal Evaluation Committee for the year. The ED has ultimate evaluation responsibilities, but will leverage committee members for diversity of perspective and analysis.
Summer	Goal-Setting and Communication	The Principal Evaluation Committee will set at least two measurable student learning targets for each school year. Prior year(s) data will be used to determine future goals. The Committee will also set clear and measurable professional practice goals. All goals will be identified and communicated before the start of the school year.
October and March	Measurement	The Principal Evaluation Committee will conduct school visits to observe the Principal and provide feedback on progress toward goals. During these visits, the Committee will reflect on data showing progress toward the goals, observe the Principal providing teacher feedback, and interview school staff for additional feedback. A rubric aligned with the school leader’s goals will be leveraged to guide each school visit. (LAAP may choose to use the Compass School Leader Evaluation rubric).
May	Final Evaluation	The Principal Evaluation Committee will gather data from each school observation and any additional data necessary to assess goal attainment. The Committee will meet to analyze data and write a formal evaluation of the school leader. The Principal will meet with the Committee to receive the evaluation and ask questions as necessary.

⁴¹ This section was developed using the Louisiana Believes Evaluations of Charter School Leader Handbook, www.louisianabelieves.com/docs/default-source/links-for-newsletters/evaluations-for-charter-school-leaders.pdf?sfvrsn=2.

Prior to July 31st	Reporting Results	The Executive Director will enter the evaluation ratings into the Compass Information System to complete the evaluation process.
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Teacher and Operational Staff Evaluation: Teachers and other school staff will be evaluated annually using the Compass Information System. Staff will be evaluated by the Principal or an Assistant School Principal. Though evaluation goals for teachers and operational staff may differ, the evaluation process will be similar:

Timing	Stage	Description of Responsibilities
Summer	Goal-Setting and Communication	The Principal/AP will set and communicate clear, measurable goals for all staff. Prior year(s) data will determine all future goals. All teaching staff will have at least two measurable student learning targets for the school year. All goals will be identified and communicated before the start of the school year.
October and March	Measurement	The Principal/AP will conduct two formal observations each school year and provide feedback on progress toward goals. During these observations, the Principal/AP will reflect on data showing progress toward the goals, observe the staff member executing their role, and interview staff for additional feedback. The Compass rubric aligned to annual goals will be leveraged to guide each formal observation.
Year-round	Ongoing Coaching	All staff members will be supported by targeted coaching aligned with their annual goals. Though formal observations will be conducted 2x/year, coaching will occur routinely.
May	Final Evaluation	The Principal/AP will gather data from each formal observation and any additional data necessary to analyze goal attainment and write a formal evaluation of the school leader. The School Leader/AP will meet with the staff member to receive the evaluation and ask questions as necessary.
Prior to July 31st	Reporting Results	The Principal/AP will enter the evaluation ratings into the Compass Information System to complete the evaluation process.

CHARTER BOARD GOVERNANCE

30. Board Member Expertise

Currently, the LAAP Board is composed of seven members and meets the requirement of Bulletin 126, which governs Louisiana charter schools, as well as the requirements of the by-laws. All board members reside in East Baton Rouge Parish. The Board is in the process of filling the role of Board Secretary. Please see the Board roster below. For more detailed information about each board member, resumes are available in **Appendix 9**.

Board Member	Role/ Title	Description of Responsibilities	Area(s) of Expertise
Katie Pryor	President	Supervises and controls all business affairs of the organization; presides over meetings using an agenda that is aligned to the board calendar; keeps meetings on topic; and facilitates conflict management among board members if needed	Film/Production Industry Higher Education Nonprofit Governance Politics
Justin Blanchard	Vice President	Takes the place of and performs the duties of the President in their absence. See description above.	School operations School facilities management Community Relations District, state, and federal education grant programs
Brandon Lagarde	Treasurer	Provides oversight of financial affairs, including financial books and records; presents monthly financial reports to the Board; and a member of the Auditing and Finance Committee	Budget and finance Legal Nonprofit Governance Education and school reform
Sherri McConnell	Member	Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public.	Public policy Management and Operations Film/Production Industry Nonprofit Governance Community Relations
Valerie Rodriguez-Black	Member	Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public.	Legal Film/Production Industry Higher Education
Kenny Nguyen	Member	Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public.	Marketing Management and Operations Film/Production Industry Nonprofit Governance Community Relations
Stevee-Rayne Warren	Member	Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public.	Film/Production Industry Community Relations DEI training
Potential Board Additions			
Parent/ Guardian	Parent/Guardian of enrolled student	Unfilled	

Board Strengthening Needs: The Board of Directors intends to strengthen the current board composition by recruiting a parent/guardian. The Board will also prioritize new candidates who offer additional K-12 academic experience. The Executive/Governance Committee will begin recruitment in the Spring of 2024 to fill this seat as soon as community outreach commences.

New Membership: Sometimes, the Board will need to recruit new members, both unexpectedly and expectantly. When a board seat(s) needs to be filled for identified gaps in membership skills and expertise, the Board will follow a series of membership identification protocols and practices adapted from Board on Track’s best practices.⁴² These protocols and practices are: 1) invite prospective members to join meetings before joining the Board; 2) Board Executive/Governance Committee conduct candidate interviews and discuss roles and responsibilities of membership and offer a tour of LAAP; and then the Committee brings the candidates names as a motion to vote on the new members. The Executive/Governance Committee provides the new board member(s) training that includes a comprehensive overview of the board bylaws and ratifies that new board members are aware of and have agreed to perform all board member roles and responsibilities. Lastly, all new members participate in the Louisiana Association of Public Charter Schools’ trainings on board member best practices, current policies and law, and roles and responsibilities.

31. Appendix 9: Board Resumes

32. Conflict of Interest

At this time, there are no existing relationships that pose an actual or perceived conflict of interest. However, to avoid conflicts of interest and to mitigate perceived conflicts of interest, each year, all board members will complete the Annual Board Member Conflict of Interest Statement at the Annual June Board meeting. All board members will ratify that they have received, read, understand, and will follow the Board’s conflict of interest policy as described in the Board Bylaws. Finally, the Board will comply with the Louisiana Board of Ethics’ Ethics Code and submit Tier 3 Personal Financial Disclosures to the Louisiana Secretary of State’s office. All board members are obligated to disclose actual, potential or perceived conflicts to the board chair. After any type of disclosure is revealed by a board member, the remaining board members will discuss and evaluate all pertinent information regarding the disclosure. Following this evaluation, the Board will determine by vote whether there is a conflict of interest. If the Board ratifies that a conflict of interest exists, the Board will end the relationship. If the Board determines that a board member did not disclose a conflict, corrective action can be taken, including terminating the member.

33. Governing Board Role and Structure

Process for understanding governance role. Board members will have two years of board training before launching LAAP. Before accepting positions on the Board, all members read board member job descriptions and met with an external consultant to ensure clarity of understanding about the role of governing board members. Initial board training has already begun, focusing on board governance and how to run an effective Board. After each training, the Board will complete a short evaluation to answer questions about what they learned and identify areas for further training. Most current board members have previously been members of nonprofit organizations and non-profit charter school boards.

Safeguards. The Board President is responsible for ensuring that board members are not involved in the school’s day-to-day management. The Board President will start each meeting by reviewing the roles and

⁴² Board on Track’s 6 Steps for Better Boards: <https://boardontrack.com/blog/board-recruiting>.

responsibilities of the school vs. the Board and redirect members to the chart if the president feels member(s) are focusing on the school’s day-to-day operations.

Structure and Duties. LAAP is incorporated as a Louisiana non-profit organization and will have 501(c)(3) designation with the IRS. LAAP will be responsible for following 1) all required laws, policies, and reporting requirements pertaining to a non-profit organization, IRS non-profit filing, public and charter schools and 2) all East Baton Rouge charter contract commitments. LAAP’s Board of Directors follows a policy governance structure. The Board will hold the charter contract with EBR. Board duties are:

- Determine and safeguard the school’s mission and purpose, including goals, means, and primary constituents;
- Hire, support, and evaluate the performance of the Executive Director;
- Provide financial oversight, ensure adequate school resources, and conduct annual financial audits;
- Ensure sound organizational strategic planning and monitor programs and outcomes;
- Ensure strong ongoing governance through board member recruitment and orientation and annual self-assessment of board performance; and
- Build the school’s public standing and serve as ambassadors for the school.

Committees and Advisory Bodies. The LAAP Board will utilize a committee structure and leverage an Advisory Board for additional support and input related to the production industry theme. The Advisory Board will provide input to the Executive Director and, at the request of the Executive Director, will provide insights to the board committees.

Committees: LAAP will begin with four standing active committees described in the table below. Each committee will be overseen by one or two Board Directors (chair or vice chair) appointed by the Board President and can include anyone who is not a director and meets assigned committee qualifications. The Board of Directors will define each committee's role and scope of work. Committees may interact with the Advisory Board for their input and expertise. All committees meet monthly in between board meetings and submit meeting minutes to communicate committee progress at each board meeting.

Committee	Roles & Responsibilities ⁴³
Academic and Operations	<p><u>Role:</u> Partners with the Executive Director to set and reach academic goals, builds board-wide understanding of the school’s academic performance and progress toward goals, sets committee goals, maintains a strong committee membership, determines the process for developing the strategic plan, oversees the completion of a clear, actionable, and concise strategic plan, and conduct annual review and monitoring of the strategic plan.</p> <p><u>Description:</u> Hires and oversees the Executive Director to ensure students excel and have a strong educational experience and outcome, monitors student performance against academic goals, and raises strategic issues for board discussion. Partners with Executive Director to write, review, and propose changes to the school’s long-term strategic plan.</p>

⁴³ Committee roles and responsibilities are aligned to LAAP’s draft bylaws and to best practices from Education Board Partners, <https://edboards.org/resources>.

	<p><u>Members:</u> Executive Director, Principal, and two to three board members.</p>
Auditing and Finance	<p><u>Role:</u> Recommends a budget aligned to the school’s strategic priorities, oversees school’s financial resources, provides training or onboarding to ensure all board members understand the school’s finances, drives progress toward financial goals, ensures financial compliance, identifies actions needed to resolve complex financial issues <i>*Auditing - manages the audit process and chooses the financial auditor</i></p> <p><u>Description:</u> Oversees the school’s budget and asset management, approves short-and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school’s strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school’s resources.</p> <p><u>Members:</u> Executive Director, contracted Operations and Finance back office service provider, and three board members (Treasurer)</p>
Executive/ Governance	<p><u>Role:</u> Monitors and maintains board-wide adherence to governance best practices, onboards and trains new and existing board members, and guarantees consistent board leadership and goal setting. <i>*Executive:</i> acts on behalf of the Board on urgent issues between board meetings and speaks to the Board and on behalf of the Board as needed. Bylaws detail the issues Executive Committees may and may not act upon.</p> <p><u>Responsibilities:</u> Maintains proper board composition, ensures the board governs effectively, leads the board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.</p> <p><u>Members:</u> Board President, two to three other members, and the Executive Director (does not serve on the Executive Committee) <i>*Executive Committee members are officers of the board, and the Executive Director</i></p>
Fundraising/ Development	<p><u>Role:</u> To set and achieve fundraising goals, lead the board culture of gift giving, motivate members to get involved with the acquisition of gifts for the school, and raise awareness of the school</p> <p><u>Responsibilities:</u> To drive the fundraising activities, oversee the development of fundraising goals, lead activities to meet these goals, hold the collective board and individual members accountable for gift cultivation, and work closely with LAAP administrators to engage the Board in regular and effective fundraising activities for the school.</p> <p><u>Members:</u> Minimum of two board members and the Executive Director.</p>

Academic Excellence ⁴⁴	<p><u>Role:</u> This ad hoc committee is used to evaluate LAAP’s Principal. The committee will join the school-based School Leadership Evaluation Committee and participate in the school leadership evaluation process.</p> <p><u>Responsibilities:</u> Participate on the committee for one year, join school visits, observe the school leaders, and set measurable school leader goals.</p> <p><u>Members:</u> Three board members and the Executive Director.</p>
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Advisory Board: In addition to the Governing Board, LAAP will have an Advisory Board. The Advisory Board’s primary roles are to increase awareness of the school, fundraise, and cultivate industry partnerships. Prospective Advisory Board members include notable names and industry executives with roots in Louisiana and/or a previous relationship with the Roybal Film and Television Magnet School in Los Angeles school. The Advisory Board has no governing authority and exists only to support the school, its governing board, and other related entities. The Advisory Board members are non-voting members. The Advisory Board will interact and work directly with committees to accomplish school-wide goals.

Ensuring accessibility to staff, community, and families. LAAP faculty, staff, community members, and families will have access to the Board by attending monthly board meetings. LAAP follows the Open Meeting guidelines; therefore, board meeting notification will be posted on the school’s website, in the school’s monthly newsletter, and at the meeting location site, thus providing multiple opportunities for the community to attend meetings. Finally, translators are available for non-English-speaking families who wish to attend meetings.

In addition, the Board’s use of the committee structure will allow LAAP staff, community members, and families to gain access to information and provide input at the board level. These individuals can join committee meetings and monthly board meetings to share their input and feedback on how LAAP’s school structure and policy affect their students and the community at large.

34. Organizational and Financial Goals

The Louisiana Academy of Production has set the following measurable organizational and financial goals for its first five years of operation and feels confident in achieving them. They are in alignment with the Charter School Performance Compact.

Organizational and Financial Goals

Indicator	Standard Expectation	LAAP’s Annual Goals for SY2025 - 2029
Enrollment	LAAP enrolls and serves all students through prioritizing equity in their enrollment and discipline policies and procedures.	

⁴⁴ Per the LDOE’s school leader evaluation, the Board will create an Academic Excellence Committee to evaluate the school leader:
www.louisianabelieves.com/docs/default-source/links-for-newsletters/evaluations-for-charter-school-leaders.pdf?sfvrsn=2,

Achieves enrollment targets and maintains a waitlist	Meets required percentage.	100% (plus waitlist)
Re-enrollment of students	At least 80% of student population returns each year	Retention rate of at least 80% after Year 1
Suspensions	Lower than the national average LAAP does not appear on the Urgent Intervention Required (UIR) List for Discipline.	Less than 5%
Enrollment Policies and Adherence	School does not receive a Notice of Concern nor Notice of Breach relative to Student Enrollment Practices	No Notices of Concern nor Notices of Breach.
Student Record-Keeping and Data Reporting (including of PEP and other Student Information Systems Requirements)	School does not receive any Notice(s) of concern nor Notice(s) of Breach to Student Records and Data Reporting.	No Notices of Concern nor Notices of Breach.
School does not discriminate and complies with all laws and authorizer policies pertaining to student admissions, attendance, truancy, and discipline.	Adheres to laws, policies and contract terms pertaining to, enrollment, discipline, and attendance. LAAP does not receive any Notice(s) of Concern nor Notice(s) of Breach related to these areas.	Meets laws, policy and contract terms. No Notices of Concern nor Notices of Breach.
The school sets and follows an admissions policy that adheres to federal and state laws, as well as district policy, related to students with disabilities.	School does not receive any Notice(s) of Concern nor Notice(s) of Breach related to admissions of students with disabilities.	No Notices of Concern nor Notices of Breach.
Special Populations	All special student populations receive the services and support they need to ensure academic success in accordance with applicable law and policy.	
Evaluations for Students with Disabilities	< 5% of evaluations out of compliance	< 5% of evaluations out of compliance
Compliance with IEP Timelines	< 5% of IEP's out of compliance	<5% of IEP's out of compliance

Least Restrictive Environment (LRE)	> 80% of all students with disabilities in the school are served in LREs	>80%% of students with disabilities populations are served in LREs
Subgroup Performance	School has not been identified as “Urgent Intervention Required” in more than two reported subgroups.	School is not identified as UIR in more than two subgroups.
Economically Disadvantaged & Federal Programs	School operates in compliance with Title 1 and other federal funding policies School does not receive any Notice(s) of Concern nor Notice(s) of Breach pertaining to Title I and other federal funding programs implementation.	Favorable district monitoring checklist reports. No Notice(s) of Concern nor Notice(s) of Breach.
All special student populations receive the services identified as necessary to support academic success in accordance with applicable law and policy.	Complies with law and policy requirements regarding special student populations. School receives no Notice(s) of Concern nor Notice(s) of Breach.	Complies with laws, policy and contract terms. No Notice(s) of Concern nor Notice(s) of Breach.
Law and Policy	LAAP and its governing board follow all laws, policies and contractual obligations.	
LAAP complies with the state policies regarding governance.	No evidence of non-compliance with state or federal governance policies School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.
LAAP complies with Louisiana Ethics Law	No evidence of non-compliance with the Louisiana Code of Governmental Ethics. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.
LAAP does not have any violations of legal contractual obligations	No evidence of significant, intentional or repeated non-compliance legal and	No evidence of non-compliance. No Notice(s) of Concern nor

	contractual obligations. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	Notice(s) of Breach.
LAAP does not have any evidence of violations of required test procedures	No evidence of non-compliance with state testing policy and/or local test security policy; district investigation found evidence of cheating by school staff and/or significant or repeated violations of district or state testing policy. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.
LAAP adheres to local Baton Rouge / East Baton Rouge Parish Public Schools approved policy	No evidence of non-compliance with the Louisiana state law, state policies, and/or applicable local district policies. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No Notice(s) of Concern nor Notice(s) of Breach.

Financial Goals

LAAP will manage its finances to ensure a compliant, logical, and effective use of funds. The following goals will be used to determine the schools’ annual fiscal health of the school. See below:

Indicator	Goal	LAAP’s Annual Goals for Year 2025-2029
Fund Balance	School maintains a fund balance within recommended ranges according to state guidance.	Fund balance over 2% at year 1; reaching 5% or greater at year 5 as shown on annual audits
Annual Audits	No evidence of significant or consecutive material findings in the annual audit. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to the audit	No material findings No Notice(s) of Concern nor Notice(s) of Breach
Fiscally Responsible	No evidence of significant, intentional or repeated	No misuse of funds

and Legal Use of Federal and State Funds	<p>misuse of funds.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.</p>	<p>No Notice(s) of Concern nor Notice(s) of Breach</p>
Submission of Financial Reports	<p>No evidence of significant, intentional or repeated noncompliance related to the timely submission of financial reports requested by district staff or required by contract.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.</p>	<p>No evidence of noncompliance</p> <p>No Notice(s) of Concern nor Notice(s) of Breach</p>

35. Board Monitoring of Goals

The Board will monitor the academic, organizational, and financial goals monthly using a simple board dashboard driven by the committee structure **described below. The metrics used to gauge performance are the organizational and financial goals listed above, as well as the academic goals listed previously.**

Monitoring Tools: The board dashboard contains data that measures the school’s current academic, operational, and financial performance against the charter goals. The dashboard will be updated monthly by members of the Academic and Operations Committee and the Auditing and Finance Committee, the Executive Director, and Principal. The consistent monthly board review of data metrics toward meeting academic, organizational, and financial goals enables the LAAP Board and school leadership team to identify, diagnose, and rectify early performance trends that could prevent the school from meeting its goals and/or charter renewal.

Annual Review: Per the Charter School Performance Contract (CSPS), the Board will utilize the CSPS Annual Review process, which outlines all academic, organizational, and financial performance measures to create an oversight plan for the upcoming year.⁴⁵ Each set of academic, organizational, and financial performance measures is rated as “meets all expectations,” “meets most expectations,” or “does not meet expectations.” If LAAP receives a rating of “meets most expectations” or “does not meet expectations,” on any performance measures, the board will require the Executive Director to create an improvement plan to address areas of underperformance. If an area of underperformance is acute or unattended for a longer than anticipated period, the ED may be asked by the Board to propose faculty and/or staff changes to correct areas of underperformance. In addition, committees receive reports from the ED at each board meeting on each set of LAAP’s current academic, organizational, and financial performance measures that are part of the Annual Review. This consistent sharing of performance measures at each board meeting ensures the Board and ED are always aware of LAAP’s performance in real time and can briskly take next steps, as described above, to address concerns as needed.

⁴⁵ Louisiana Charter School Performance Compact: www.louisianabelieves.com/docs/default-source/katrina/charter-performance-compact.pdf?sfvrsn=4.

36. Leadership Evaluation ⁴⁶

The Board of Directors will evaluate the Executive Director annually and monitor their progress toward meeting LAAP’s annual academic, organizational, and financial goals, including meeting renewal and all required standards as determined by the contract and authorizer.

a. Information Collected: The evaluation process for the Executive Director includes an assessment of annual SMART (specific, measurable, attainable, relevant, timebound) organizational goals, which each Director is charged with meeting, and an assessment of core competencies. The SMART goals will correspond directly with the Charter School Performance Compact standards. Progress toward goals will be tracked every quarter, as detailed further below. A final, formal evaluation will occur annually after the fiscal year. Data is collected via reports by each Director. The Board may wish to conduct the evaluation process internally or to engage a third party to collect, compile, and present assessment data.

In the instance that the Board learns there is a performance deficiency on any measure, the Board requires of each Director a corrective action plan that targets the deficiency, as well as a reporting plan that outlines both the data and frequency of reporting that the Board should expect to receive to progress monitor the evolving issue. All corrective action plans will include the timeframe the Board should expect the issue to be resolved. Strategies in a corrective action plan will be responsive to the deficiency but could include steps such as changes in leadership, targeted initiatives to direct resources towards the issue, professional development/training, and/or implementation of new systems.

At each subsequent meeting, the Board will review all new information and data related to the deficient performance area until it is resolved and remains a non-issue for an established period of time after the review. If the issue increases in severity or remains unresolved beyond the timeframe specified in the corrective action plan, the Board may issue a Performance Improvement Plan to the Director or may move to terminate the Director.

b. Specific Measures and Metrics: The evaluation process for each Director includes an assessment of annual SMART organizational goals, which each Director is charged with meeting, and an assessment of core competencies. As detailed in the timeline section, annual SMART goals will be created or updated in July each year by each Director - with Board involvement - using the prior year’s data as a baseline for goal setting. Specific goals will be set for Student Performance and Academics, Personnel, Fundraising, Facilities, Finance, Operations, and School Culture.

Additionally, the Board will collect survey data from families, faculty, and staff and review other key performance indicators such as staff retention rate, job satisfaction rates, and family satisfaction rates to evaluate the Directors according to the competencies in the chart below.

Competency	Definition
Commitment to Results	<ul style="list-style-type: none"> ● Academics first: Goal-setting prioritizes students' needs and leads to achieving ambitious results. ● Goal-orientation: Goals are translated into achievable steps, and actions are driven by data.

⁴⁶ This section was developed using best practices from Education Board Partners’ governance resources: <https://edboards.org/resources/governance>.

	<ul style="list-style-type: none"> ● Problem-solving and innovation: Problems are anticipated and solved. Opportunities are realized. New methods to achieve goals are designed and implemented. ● Customer orientation: Student, family, and staff well-being and needs are prioritized.
Business Expertise	<ul style="list-style-type: none"> ● Integrated management: Ability to integrate and coordinate diverse areas of management, including human services, finance, personnel, communications, strategy, and governance. ● Relationship development: Builds strong relationships with various stakeholders. ● Communication skills: Demonstrates effective written and oral communication with people from all segments of the community.
Effective Leadership	<ul style="list-style-type: none"> ● Value alignment: Consistently models the school’s values, mission, and vision in actions and decision-making. ● Integrity: Deals effectively with demanding situations and designs and responsively implements interventions. ● Growth: Effectively develops team members and models a commitment to growth by leveraging feedback to improve personal performance.
Inspiration	<ul style="list-style-type: none"> ● Ability to influence and enable others: Models ideal behaviors, develops people, and builds teams. ● Builds engagement: Effectively motivates and engages employees, stakeholders, and the broader community and integrates them into the work of the school.

c. *The timeline and frequency of evaluation:* The specific timeline of activities pertaining to the evaluation is as follows:

Month	Stage	Description
June	Evaluation Preparation	<ul style="list-style-type: none"> ● Board evaluation committee selected. ● Collectively review and revise the ED evaluation tool for the following school year, ensuring core competencies align with ED’s current job description. ● Collectively review and discuss SMART goals for improving academic performance, organizational performance, and fiscal well-being. The ED should draft these goals. ● The Board revises and approves the ED job description, if necessary. ● Board approves ED evaluation tool.
July	Formal Goal Setting	<ul style="list-style-type: none"> ● The ED presents updated annual organizational SMART goals to the Board. ● The full Board reviews and approves annual organizational SMART goals.

Oct	Monitoring & Feedback	<ul style="list-style-type: none"> • Quarter 1 (July - September) Goal Update presented to the Board by the ED. This update should include prior-year standardized test data. • If necessary, the Board Evaluation Committee may adjust ED goals based on prior-year student achievement.
Jan	Monitoring & Feedback	<ul style="list-style-type: none"> • Quarter 2 (October - December) Goal Update presented to the the Board by the ED. • The ED meets with Board Evaluation Committee to discuss goals and other areas of performance management.
Apr	Monitoring & Feedback	<ul style="list-style-type: none"> • Quarter 3 (January - March) Goal Update presented to the Board by the ED. • The ED meets with Board Evaluation Committee to discuss goals and other areas of performance management. • The ED completes a core competency self-assessment. • Board members complete the ED core competency assessments. • The Board Evaluation Committee reviews core competency evaluation results with the ED and summarizes data for the full Board.
May	Monitoring & Feedback	<ul style="list-style-type: none"> • The ED completes a core competency self-assessment. • Board members complete the ED core competency assessments. • The Board Evaluation Committee reviews core competency evaluation results with the ED and summarizes data for the full Board.
June	Final Annual Evaluation	<ul style="list-style-type: none"> • Quarter 4 (April - June) Goal Update presented to the board by the ED. • The Board Evaluation Committee or third party compiles the final evaluation data, discusses it with the ED, and presents it to the full Board.

37. Policies and Procedures for Financial Planning, Accounting, Purchasing, and Payroll

The LAAP school and Board have set sound financial planning, accounting, purchasing, and payroll policies and procedures. The Board will have ultimate oversight and accountability for the school’s financial health and legal compliance, but the school staff will implement the day-to-day management. These policies will be finalized in Spring 2024 once the Executive Director, the Auditing and Finance Committee, which includes the Board Treasurer, and the contracted Operations and Finance back office service provider meet and finalize the LAAP Policy and Procedures Handbook. The policies and procedures below are designed and safeguarded to sustain the financial health of the entity and school and ensure legal compliance with any requirements and restrictions of the use of public funds.

(1) **Financial Planning:** LAAP has created a five-year budget that reflects the school’s strategic priorities and uses assumptions for expenses based on vendor quotes and Roybal actuals (since LAAP is inspired by

the Roybal school model). As detailed in response to question 48, LAAP has sound financial planning processes for creating its annual budget.

(2) **Accounting:** LAAP will follow generally accepted accounting principles (GAAP) accounting. LAAP's contracted Operations and Finance back office service provider will handle all accounting functions with oversight by the Executive Director.

(3) **Purchasing:** LAAP faculty and staff can purchase authorized items outlined in the Policy and Procedures Handbook. Specifically: goods and services are purchased only with proper authorization; goods or services purchased represent allowable costs for reimbursement in accordance with the terms of that contract or grant agreement; goods or services received are recorded correctly as to account, amount, and period; recorded acquisitions are for goods and services received; adjustments to vendor accounts are made in accordance with management's authorization; only authorized goods and services are accepted and paid for; access to purchasing, receiving, and accounts payable records is adequately controlled to prevent or detect duplicate or improper payments; and the purchasing process is not controlled by one individual. Purchasing duties, from initiation of requisition through paying for the purchase, are properly separated among employees.

(4) **Payroll:** LAAP's Operations and Finance back office service provider will handle payroll, and therefore, set up the payroll system with all of LAAP's employees. LAAP will be responsible for funding the cost of salary, wages, and premiums paid, as provided for in an approved budget. The contracted Operations and Finance back office service provider will complete the following related to payroll: a) Processing of New Employee Forms; b) Complete Retirement Reporting; c) Voluntary Deductions; d) Distribution of pay warrants and direct deposit administration; e) Distribution of W2's and 1099's; f) Processing of Worker's Compensation; g) Salary adjustments; h) Verify Budget Numbers, Dates and Rates of Pay; i) Prepare and Maintain Annual Calendars; and j) Process Exit Forms (resignations, terminations, etc.).

a. Board Monitoring. The Board of Directors plays a crucial role in monitoring the school's financial situation. As the entity ultimately accountable for the school's financial health, the Board approves the school's budget and any budget revisions. The Board then monitors the school's progress in adhering to the budget by reviewing reports containing budget-to-actuals at every board meeting. The Board will have an Auditing and Finance Committee that will meet monthly with the Operations and Finance back office service provider/Director of Business and Operations, the Executive Director, and the Principal to review the monthly financial statements, budget, cash flow projects, and enrollment. The highlights from those meetings and any approvals needed then roll up and are presented at the board meetings. The back-office provider provides continuous support in analyzing, reconciling, and adjusting the budget, cash flow projections, and account balances to ensure the records are maintained according to GAAP. The Operations and Finance back office service provider and the Executive Director will present the financial statements at the monthly board meeting. The information will be codified into the board dashboard for monitoring and oversight. In addition, the Board will contract with an outside auditing firm to conduct an independent financial audit of the school. The Board intends to have a clean audit each school year.

b. Financial Controls. LAAP will use the proposed financial controls to ensure the school's long term financial viability:

- **Annual Review and Training on the Policies and Procedures Handbook (Handbook):** Each year, the Board, the contracted Operations and Finance back office service provider, the Executive Director, and the Principal will review the Handbook together and decide if any changes are to be made to the polices or additional policies should be added. The Board will adopt and ratify any new changes or revisions to the Handbook. The Executive Director and

Principal will review the Handbook with school teams to ensure they are aware of financial policies and procedures and any proposed changes.

Level: Board and School

- **Board Review of Financial Statement:** The Board will review the following documents monthly to track financial performance and sustainability: financial statements, cash flow statements, and balance sheets. Actual-to-budget comparisons will be reviewed quarterly.
Level: Board
- **Monthly Auditing and Finance Committee Meetings:** The Auditing and Finance Committee will meet monthly to review and track the above mentioned financial material on the board dashboard. Upon the Auditing and Finance Committee’s approval, monthly statements and the board dashboard will be sent to the Board before monthly meetings.
Level: Board
- **Annual Budget Development and Approval:** The Auditing and Finance Committee, Executive Director, Principal, the contracted Operations and Finance back office service provider will start the annual budget development process in February of each year and share a draft budget with the Board for feedback in April. The Board will approve the budget each June.
Level: Board and School
- **Annual Audit:** At the end of each fiscal year, the Board will contract with an auditing firm to conduct an independent audit of LAAP’s financials. This audit will be reported to EBR Parish Public Schools and the State on a required timeline and provide additional transparency to the public by posting the audit on LAAP’s website. The Auditing and Finance Committee will ensure the auditor has access to all financial and non-financial records and documents available and maintained by the school. At the auditor’s request, these documents may include income cash flow statements, balance sheets, budget vs. actuals statements, and other relevant financial documents. The Board of Directors will appoint an audit committee annually by January 1 to select an auditor by March 1 before year end (June 30th). Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee will contract for the services of an independent certified public accountant to perform an annual fiscal audit.
Level: Board
- **Annual Financial Leadership Training:** Each year, the Board and school leadership team will participate in yearly charter finance training to ensure the Board and the school leadership team continue to develop capacity and excellence in charter school and non-profit management. An example of a training item is to require a second signature on all checks written over \$2,500.
Level: Board and School

38. Board Development

LAAP’s current Board of Directors has experience with non-profit organizations and charter school boards. All board members will participate in annual training to increase their capacity as excellent board members.

Increasing Board Capacity and Development: First, the Governance Committee distributes an annual board self-assessment process to determine future board membership skills, needs, training, and the Board’s current strengths and weaknesses. The Board participates in several trainings annually to ensure all members have a current understanding of their respective and collective roles and responsibilities and the policies and laws that apply to their roles. First, the entire Board participates in all training provided by Board on Track. Board on Track is a national organization that assists charter school boards in governance. This organization provides training and governance documents and strategies to evaluate

board member performance as well as the performance of its ED. The Board participates in conducting these surveys each year. Second, the Board attends training provided by the Louisiana Association of Public Charter Schools (LAPCS).

The Governance Committee provides a comprehensive overview and training of all Board bylaws to new members, which ensures they know and agree to carry out all Board member responsibilities and requirements. Finally, all new members attend the Top Shelf training by the Louisiana Association of Public Charter Schools. Top Shelf provides charter school governance, policies, and best practices training. Board members can personalize their training needs using on-demand customized sessions.

39. Board Meetings and Compliance

As best practice, 10-11 meetings will be held annually at 6 p.m. on the first Thursday of each month on the LAAP campus, and translators will be present for non-English speakers. All public board meetings are properly noticed and held in compliance with La. R.S. 17:3996 and La. R.S. 42:12 requirements for open meetings. See the 2023-2024 meeting calendar:

- (1) September 2023 Review Bylaws
- (2) October 2023 Governance
- (3) January 2024 Finance/Budget
- (4) February 2024 Governance/Strategic Planning
- (5) March 2024 Academics
- (6) April 2024 Employee/Student/Parent/Guardian Policies
- (7) May 2024 Director and Board Evaluations
- (8) June 2024 Budget review
- (9) June 2024 Annual Meeting
- (10) August 2024 Budget approval

In accordance with the Open Records Act, a person may submit a written request to the Custodian/Secretary of records with the specific data requested. The requested items will be provided within three business days or as is reasonably feasible. If the request takes longer than three days, the requestor will receive a timeline for when the request can be fulfilled.

40. Appendix 10: Board Bylaws

SECTION 3: FINANCIAL PLAN AND CAPACITY

OPERATIONAL MANAGEMENT AND LEADERSHIP

41. Management of Non-academic Services

Service Area	Staff Oversight	Detail
Transportation Provider: Outsourced to	Office Manager	Contracted school bus services will provide pick-up and drop-off service within East Baton Rouge Parish. Families will also be able to transport students to and from school, and students will be able to access public transportation with parental permission. Students

<p>transportation company</p>		<p>needing transportation will receive daily bus service to and from school. All students will access bus service for field trips. The Office Manager oversees and manages bus services, liaisons with the bus company, and ensures students and families are satisfied.</p> <p>For students residing outside of East Baton Rouge Parish, LAAP will work with families to ensure transportation is not a barrier to attending the school. LAAP’s team will support families in developing carpool, rideshare, and alternative transportation plans.</p> <p><i>*The need for transportation will not be a barrier for any student who wants to attend LAAP. Transportation services are established to meet the needs of all LAAP students, including special populations such as economically disadvantaged students, English Learners, and students with disabilities.</i></p>
<p>Food Services Provider: Outsourced to food service provider</p>	<p>Office Manager</p>	<p>Students receive daily meal service from the contracted food services vendor via the National School Lunch program. The Office Manager oversees, manages, and ensures compliance with the National School Lunch Program, and students and families are satisfied with the service.</p>
<p>Facilities Provider: Leased from outside provider</p>	<p>Executive Director</p>	<p>LAAP facility space, maintenance, and management will be contracted with a third-party company). The Executive Director will manage all contract negotiations and interactions with the lease. The Office Manager may also oversee daily services to ensure high-quality facility management is delivered to the school.</p>
<p>Purchasing Provider: Outsourced to back office Finance and Operations provider.</p>	<p>Executive Director</p>	<p>LAAP will purchase items via the Operations and Finance back office service provider overseen by the Executive Director. Purchasing, oversight, timing, compliance, and management processes and procedures will be codified in the Policy and Procedures Handbook.</p>
<p>Student Records Provider: School-based</p>	<p>Office Manager</p>	<p>The Office Manager is responsible for the oversight, compliance, timing, and maintenance of the student records by the Registrar as codified in the Policy and Procedures Handbook.</p>
<p>School Safety Provider: Outsourced to third party</p>	<p>Executive Director</p>	<p>LAAP will contract with a third-party provider to ensure the school is safe and compliant with all security requirements. The ED will monitor and oversee school safety daily. The Office Manager will create the Emergency Operations Handbook (Handbook) with the ED. All school faculty, staff, and students will receive training using the Handbook and follow all codified safety and security procedures.</p>

STUDENT ENROLLMENT AND RECRUITMENT

42. Student Recruitment and Enrollment Strategy

LAAP will have nearly one full year to recruit students for the school launch in 2025. The leadership team will continue to conduct community engagement throughout the 2023-24 school year, then focus on student recruitment in 2024-25 following charter approval. The target population for LAAP is a diverse group of students interested in the media and film production industry. LAAP will open in fall 2025 with 75 9th graders and then grow by one grade per year until it reaches a complete 9th through 12th-grade configuration. Over the first five years of operation, LAAP will increase our student body from 75 students per grade to 150 students per grade.

a. Application Process. As a Type 2 charter school located in East Baton Rouge Parish, LAAP expects to enroll students from the Greater Baton Rouge region and the school will be open to any applicant from the state of Louisiana. As we expect the majority of our students will reside in Baton Rouge, our application process will align with the EnrollBR application timeline. Priority applications will be open in the fall (approximately October 7 - December 13, 2024) and rolling applications will be accepted in the winter and spring, until the school is fully enrolled (approximately January 13 - July 31, 2025). To the greatest extent possible, the application process will align with EnrollBR. LAAP's application will be easily accessible online, giving families convenient and easy access to the application process any time during enrollment from any device, cell phone, laptop, or computer, that can connect to the internet. The application will be available online in both English and Spanish and families in need of translation in additional languages may contact the school for an application in the appropriate language.

Students are recommended to include a written statement of interest in the production industry as a component of application submission.

If fewer than 75 students seek enrollment by the close of the priority window, mid-December 2024, then students will be enrolled on a first-come, first-served basis until the number of enrolled students reaches 75. LAAP shall not limit admission based on race, religion, gender, ethnicity, national origin, intelligence level as ascertained by an intelligence quotient examination, or identification as a child with an exceptionality as defined in R.S. 17:1942(B).⁴⁷ In addition, all continuing LAAP students who choose to remain at the school will automatically be re-enrolled. See the Student Recruitment timeline and strategies below.

Student Recruitment Activities & Timeline

Timeline	Strategy	Outcomes	Responsible	Cost
Spring 2024 to Summer 2025	Website goes live with detailed information and founding team information.	All interested parties and prospective families will have a place to find detailed information about LAAP. Website will capture names of interested	Executive Director	Time and website production will be donated.
Ongoing				

⁴⁷ §2705. Admission Requirements for BESE-Authorized Charter Schools.

		families.		
Monthly upon charter approval	Students, parents, and community members attend hands-on industry production training via Illumination program.	All interested parties and prospective families will have a hands-on student experience at LAAP.	Executive Director	In-kind donation
Monthly upon charter approval	Breakfast, lunch, and dinner with the Executive Director or Principal.	All interested parties and prospective families will have the availability to get to know the school leadership team and want to enroll their student	Executive Director Principal	Donated space and food and beverages
August 2024 Ongoing	Launch a social media campaign with a Facebook page.	The community is aware of new educational options for students and a “buzz” is created throughout the online community.	Executive Director	Executed by internal staff; no additional cost beyond planned salaries
Fall 2024 & Winter 2025	Write and disseminate Press Release announcing approval of first film and television program.	Press release to bring media buzz.	Board Members/ Founding Members/ Executive Director	Executed by internal staff; no additional cost beyond planned salaries
Monthly upon charter approval	Conduct presentations on school and family talks at local middle schools, community based organizations, churches, etc.	Enroll 75 students by the first of May 2025 with a waitlist.	Board Members/ Founding Members/ Principal	Executed by internal staff; no additional cost beyond planned salaries
October 2024 - mid December 2024	Priority Application Window opens to the public.	Application goes live.	Principal	Executed by internal staff; no additional cost beyond planned salaries
Mid-January - July 2025	Rolling Application Window opens to the public.	Application goes live.	Principal	Executed by internal staff; no additional cost beyond

				planned salaries
May 2025	Open House event for enrolled and prospective families.	Enroll 75 students.	Board Members/ Founding Members/ Executive Director Principal	Executed by internal staff; no additional cost beyond planned salaries
May 2025	Hold Lottery (if necessary)	If more than 75 applications are received, a lottery will be held at the end of May 2025. Any student not selected will be added to a waiting list. See <i>Explanation of Lottery Procedures</i> below.	Board Members/ Founding Members/ Executive Director Principal	Executed by internal staff; no additional cost beyond planned salaries
June 2025_- August 2025	Continue with follow up phone calls and letters to enrolled families.	Ensure students are still committed to attending school on the first day.	Board Members/ Founding Members/ Executive Director/ Principal	Executed by internal staff; no additional cost beyond planned salaries
July 2025	Launch student retention and engagement activities.	75 students enrolled with waitlist of 11 students.	Executive Director Principal	Executed by internal staff; no additional cost beyond planned salaries

b. Mitigation of barriers to access. During LAAP’s initial community outreach efforts, the school identified the following barriers that could restrict a student from attending the school. These barriers are 1) lack of access to transportation; 2) access to information about the school and understanding of the school model; and 3) availability to visit the school / attend an open house during work hours. To mitigate these barriers, LAAP will do the following: 1) provide transportation to any student who wants to attend the school within East Baton Rouge Parish and support families outside of the Parish with creative transportation plans; 2) the Principal and Executive Director will hold family and community meetings and open houses in person or by Zoom during the mornings, mid-day, and evenings so timing is not a barrier to families receiving information about the school; and 3) for all interested students and families, offer monthly training on film and television production through the Illumination program to understand the career pathway educational model.

c. Equity of access for all. LAAP will implement a strategic and personalized student recruitment approach that provides equity and access to all students who want to apply to the school. All material will be translated into the family’s home language, and translators will be available during events. Events will take place on various days and times of the week, not always during traditional 9 a.m.-5 p.m. hours. Examples of recruitment strategies are hands-on exposure to the production industry skills, printed and social media marketing, monthly information sessions with the Principal and Executive Director, and events at local community centers and food banks. LAAP will have a full year before the school opens to establish itself in the greater Baton Rouge region and increase community awareness of the school using the marketing and recruitment strategies in the table above.

d, e. Explanation of lottery procedures: A lottery will be held if the number of applications exceeds the capacity of a 9th-grade class of 75 students.⁴⁸ The Principal, the Executive Director, and a board member will oversee the lottery. The Principal will randomly select the 75 9th-graders who will attend LAAP. Students who are not selected will be put on a waitlist. LAAP will backfill seats if spaces are available in upper-grade levels and students can graduate on time. LAAP will not have any special admissions requirements.

43. Compliance with Required Economically Disadvantaged and Special Education Percentages

As described in the School Establishment section, LAAP will serve a diverse population of students across all demographics and student subgroups. LAAP will recruit from Baton Rouge area middle schools. LAAP offers a unique program that will attract students who may otherwise select private, homeschool, and selective admissions high school options. Therefore, LAAP projects a student body with demographics representative of the broader Baton Rouge region. Below is an overview of the anticipated student population based on the demographics of the state and broader Baton Rouge community. As a Type 2 charter school LAAP’s enrollment is statewide. As such, LAAP is required to meet the bar of greater than or equal to 85% of the percentage of demographic groups from the state of Louisiana; these requirements are also detailed in the table below.

LAAP’s Prospective Subgroup Enrollment 2023-24 SY⁴⁹

	Minority	Economically Disadvantaged	Students w Disabilities	English Learners	Facing Homelessness
Ascension Parish	50%	55.1%	10%	3.7%	NA
East Baton Rouge Parish	89%	92.4%	10%	9.3%	NA
Iberville Parish	73%	79.7%	10%	1.2%	NA
West Baton Rouge Parish	62%	82.7%	12%	4%	NA

⁴⁸ Title 28 Education. Bulletin 126. [28v139.pdf](#).

⁴⁹ Minority, Economically Disadvantaged, and English Learner data from Oct 2023 Multi Stats (Total by Site and School System), <https://www.louisianabelieves.com/resources/library/student-attributes>. Students w Disabilities and Students Facing Homelessness data from 2022-23 school year from Louisiana School Finder, <https://louisianaschools.com/>, except statewide Students w Disabilities data, which is from Oct 2023 Student with Disabilities and Gifted/Talented Enrollment Counts, <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

Statewide Public School Enrollment	59%	72.5%	13%	5%	NA
Required Student Enrollment	50.2%	61.6%	11%	4.25%	<5%
LAAP	70%	65%	11%	5%	<5%

FACILITY NEEDS

44.b. Facility Plans

i. Securing facility by August 2025. LAAP is working to finalize facility plans and has begun negotiations to locate on the Celtic Studios site. In Fall 2023, LAAP’s Board of Directors convened an ad-hoc School Facilities Committee, which began recurring meetings with [New School Facilities Partners](#). This experienced nonprofit organization supports charter school operators in finding affordable, durable facility options. New School Facilities Partners is based in Baton Rouge, Louisiana, and has extensive experience in the local facilities market. New School Facilities Partners contracts with New Schools for Baton Rouge to support facilities projects to ensure facilities are appropriate for the learning environment.

In collaboration with New Schools Facilities Partners, the LAAP Facilities Committee is conducting the following activities to identify and secure a facility that is appropriate for the student population and school program:

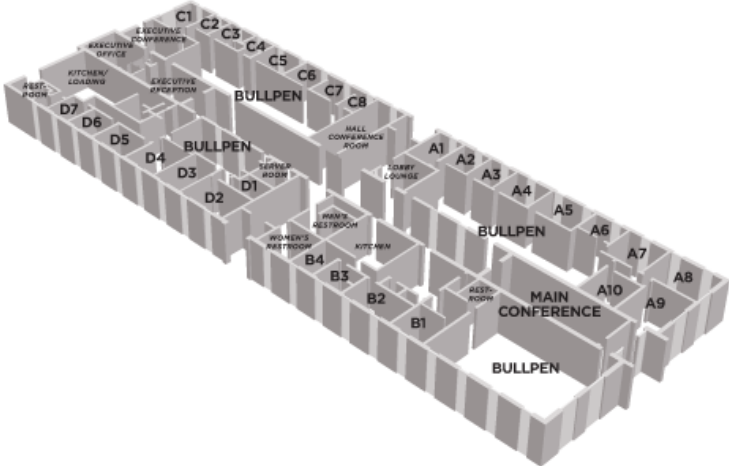
Date	Activity	Owner
September - November 2023	<ul style="list-style-type: none"> • Determine 2-3 facility lease options aligned with unique school programming needs, desired location, and budget. • Walk through all facilities options. • Determine any additional costs aligned with each option (ex: renovation, extra transportation, etc.). • Present options and analysis to the Board of Directors for a vote on which facility to pursue and which to consider as a contingency option. 	Executive Director, with support from board committee and NSFP
December 2023	Reach agreement with Celtic Studios on best options for potential lease or purchase.	Executive Director, with board approval
March 2024	Finalize scope and budget for renovation, if necessary.	Executive Director
August 2024	Board approval of budget, including facilities renovation costs, if necessary. Execute purchase or lease of building.	Board of Directors

January - May 2025	Oversee renovation, if necessary.	Executive Director
June 2025	Final walk throughs and facility turnover.	Executive Director
August 2025	School start	

ii. Contingency plans. The above timeline includes identifying multiple school sites so that LAAP begins the facility identification process with a contingency plan in place. Because of the extended timeline before start-up, should a backup option be pursued, the school has sufficient excess time built into our plan to negotiate and finalize a lease between April of 2024 and December of 2024. Additional costs will not be incurred should a contingency approach be implemented. However, should a contingency option prove more expensive than the first-choice site, the Executive Director and Board will leverage the annual budgeting process between May 2024 and July 2024 to account for additional costs.

iii. Desired location. LAAP aims to operate a school site on location or nearby Celtic Studios at 10000 Celtic Drive in the Inniswold neighborhood of Baton Rouge. LAAP and Celtic Studios will implement a partnership, allowing LAAP students unprecedented access to state-of-the-art industry resources and tools. Celtic Studios currently houses an unused office suite that has previously been considered for school facility use. This office space, pictured below, has sufficient space for the full continuum (grades 9-12) of LAAP’s programming. Additionally, Celtic Studios has empty land that could house module school facilities. Both of these siting options are currently under consideration by the School Facilities Committee, and meetings with Celtic Studios to determine the cost and viability of co-locating are ongoing.

Current Layout of Cypress Building Office Space on-site at Celtic Media Centre



iv. Unique features. LAAP offers a unique school model with many flexible options for a school facility. Most core courses can and will be taught in traditional classrooms. In addition to classrooms and administrative spaces, detailed below, LAAP will require:

- No gym
- On-site kitchen or food service space with warming stations

- Two classrooms with capacity for at least 1 section of students (~25 students) that may be used as multipurpose “maker spaces” for courses such as costume and set design.
- Two classrooms with capacity for at least 1 section of students (~25 students) that may be used for highly technical courses such as grip, camera, and/or sound editing.
- Access to flex space at Celtic Studios for advisory as needed in Years 3 and 4.

v., vi., vii. *Space requirements.* Required classroom, administrative and operational, and additional spaces by year are described below:

Room Type	2025-26 Year 1	2026-27 Year 2	2027-28 Year 3	2028-29 Year 4 (full scale)
Classrooms	4	8	12	16
Administrative spaces, including offices, contracted services, conference rooms & work rooms	5	6	6	6
Maker Spaces	1	1	2	2
Tech Spaces	1	1	2	2
Multipurpose (Cafeteria / Auditorium)	1	1	1	1
Kitchen	1	1	1	1
Storage (Equipment Room)	1	1	1	1

viii. *Facility and equipment nonrenewal or termination plans.* LAAP will keep and maintain records of all public and private facility purchases, including equipment and assets. Records will codify the source of funds to purchase items/assets and if the source of funds was public or private. Annually, LAAP will conduct an inventory of all recorded school purchases/assets. If LAAP’s charter is revoked, all purchases/assets procured with public funds will become the property of the chartering agency. All points of the lease or purchase of the property will be negotiated and reviewed by LAAP’s contracted legal counsel to 1) identify and resolve any real or perceived conflicts of interest and 2) affirm lease agreements without potential abusive or biased terms that would negatively affect the financial position of LAAP.

FINANCIAL PLAN

45. 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. Provide evidence of anticipated fundraising contributions, if claimed in the application, as Appendix 11.

The submitted budget (Overview Template) only contains start-up funding and a Y1 grant outside state and federal funds. LAAP has already obtained a significant start-up grant from New Schools for Baton Rouge.

New Schools for Baton Rouge and New Schools for Louisiana will approve continued start-up funding upon charter approval. The school’s operating budget is fully reliant on state and local funds beginning in Y2. LAAP has obtained philanthropic support to enable our pre-opening activities. While our organization plans continued fundraising efforts, we also intend to build a viable program on public dollars.

46. 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.

The Executive Director, the contracted Operations and Finance back office provider, and the Auditing and Finance Committee (Committee) are responsible for the school’s financial oversight and financial security. In some cases, a foreseen or unforeseen budget deficit arises, and the Executive Director, together with the contracted Operations and Finance back office provider and the Committee, will implement a financial contingency plan for the term of the financial deficit. The contingency plan focuses on line items to cut during the deficit period that are non-essential to the mission and vision of the organization and are not directly related to classroom instruction, including the Production Careers Pathways program. When developing the contingency plan, the Auditing and Finance Committee, which includes the ED and the contracted Operations and Finance back office service provider, follows the same steps as the budget development process, and the inclusion of an Action Plan is created to implement during the budget deficit period. **The budget development process is described below, in section 48, a b, c.**

47. 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 services. If it is an individual financial manager, provide the resume as Appendix 12.

LAAP will contract with a Operations and Finance back office service provider to handle operations and financial services at the school. LAAP is in the process of sourcing a provider.

48. Explain the process the school will use to develop its annual budget

a, b, c. Budget Process: The annual budget development process will be led by the Executive Director and the Auditing and Finance Committee in conjunction with the Principal and the Operations and Finance back office services provider. The process starts in February each year. The Executive Director and the Operations and Finance back office service provider will set projections based on anticipated needs, which will be identified based on current year actual costs and the school’s strategic priorities for the upcoming year. The initial draft budget will be shared with staff for input and adjusted if additional needs/considerations warrant changes. Next, the draft budget will be shared with the Auditing and Finance Committee for review. Based on the Auditing and Finance Committee’s feedback, another budget iteration will be created before being presented to the full Board of Directors at the February board meeting. Based on any Board input and feedback, the budget will go through one more round of revisions made by the Operations and Finance back office service provider who will then bring them forward to the Board for approval at the June board meeting. This timing allows the Executive Director and Principal to have an approved preliminary budget when making offers for new staff and renewing contracts with current staff. Once enrollment numbers for the next year are firmer, the Board will approve a final budget in August and refine it as needed based on the October enrollment counts.

Specifically, LAAP aims to meet the following goals for every year of the initial charter term:

- 70% of general revenue funds in instructional costs annually

- Fund Balance over 2% at year 1, reaching over 7.5% past year 5.
- Audit - unqualified with no findings annually
- Timely reporting: AFR, Annual budget, audit, all quarterly reports on time annually
- Debt to asset ratio < .9 annually

INSURANCE PLAN

49. See Appendix 13: List of Insurance Coverage

HIGH SCHOOL ADDENDUM

1. Additional Courses. LAAP plans to offer courses aligned with the TOPS University graduation diploma (outlined in **Appendix 14**). Additionally, in alignment with our unique school model, all LAAP students will be required to participate in a Production Career Pathway Program. As described in detail throughout this application, the Production Career Pathway Program offers students the opportunity to participate in one of four career and technical pathways within the production industry, preparing them for entry into high-wage industry roles following high school. As participation in this program is required for all students, courses offered via the Production Career Pathway are considered *essential*.

The planned courses to be offered for each of the four pathways are described in detail in **Appendix 15**. The course progression in the Production Career Pathway Program is aligned with LAAP’s school model and mission: to provide a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television production industries. These offerings will benefit the students by developing critical social-emotional learning competencies and personalized, hands-on learning opportunities that will collectively help prepare students for high-demand, well-paid jobs in the entertainment production industry.

In addition to these essential courses, LAAP will offer an Advisory course for all students throughout their four years at the school. Each student will have the same advisor and cohort of peers for their four years at LAAP.⁵⁰ All students participate in daily advisory led by an LAAP teacher or industry instructor. The purpose of advisory is to build a trusting community amongst peers and the advisor, provide academic and emotional support to students, and provide critical lessons in the areas described below.

- **Production Industry Foundational Knowledge:** This content is considered production-industry 101 for students in grades 9 and 10. Foundational Knowledge may be in the form of presentations and panels by industry professionals, field trips to ongoing production sites, and guided career pathway lessons. LAAP considers building industry knowledge a critical effort to support students in choosing a specific production pathway by grade 11.
- **Social and Emotional Learning (SEL):** see Diverse Learners section for a description of the SEL advisory program.
- **Drug, Alcohol, and Substance Abuse prevention programs:** Advisory will follow the Master Plan guidelines to provide age-appropriate courses for students in these areas.

2. Diploma Pathways. All students will receive both a TOPS University Diploma and a Production Career Pathway Certificate. The Production Career Pathway Program will be achieved through core courses, elective courses, and Jumpstart offerings aligned with the four production-industry career pathways offered at LAAP. **See Appendices 14 and 15 that outline the requirements and courses available to students for the TOPS University Diploma, including the Production Career Pathway Program.** Students will take Production Career Pathway courses on the LAAP campus, online or virtually, at college/university, or with an industry partner.

a. Meeting the Requirements of the College Preparatory Program: LAAP’s school model is designed to ensure that all students can meet the requirements of the TOPS University diploma pathway in four years or less; a transitional 9th-grade student will be able to graduate in 5 years. As detailed in Appendix 14, course progression at LAAP is designed so that 9th and 10th-grade students achieve as many TOPS University credits as early as possible in school. This allows students to select a career pathway in grade 11 and enroll in multiple elective career and technical courses in grades 11 and 12. Instructional strategies align with this programmatic design and planned course progression. Research and evidence of success

⁵⁰ Transitional 9th graders can graduate in 5 years.

reinforce the project-based, hands-on high school model serving predominantly students of color and focused on the entertainment industry.⁵¹ The school model’s real-world relevance - a theme seen across all its design elements - has been shown to increase student motivation , leading to improved academic achievement.⁵²

Additionally, as described in the **Assessment section**, the school will take a data-driven approach to ensuring the success of each student. We will track student progress frequently, identify struggling students early, and provide specific, responsive support to ensure their continued academic and social-emotional growth. Similarly, as described in the **Professional Development section**, the school similarly supports teaching staff. We provide individualized coaching throughout the year to ensure teachers are supported and, therefore, able to implement individualized plans for all students.

The school’s advisory program will further support students with their academic and social-emotional achievement, and their advisor, who loops with the students each year, will help ensure the students stay on track for meeting course requirements on time via an individualized graduation planning process (Steinmayr et al., 2019). The model is intentionally designed to make school lessons highly relevant through industry instructors, career pathways, and field trips that allow learners to see how their courses of study translate into the “real world.” Furthermore, multiple pathways to graduation through various learning opportunities provide students with a meaningful high school structure that links subject areas and encompasses personal experiences and connections to adult work.⁵³

b. Reasoning For Choosing The College Preparatory Program or Curricula: LAAP chose its college preparatory program and unique industry production pathways model to achieve its mission. Inspired by the early success of the recently opened Roybal School in Los Angeles, LAAP will use research-based Career and Technical Education design elements to prepare its student population, anticipated to be predominantly People of Color, for production careers that are well paid and for which talent is in demand, elaborated upon below.

Resulting Post-secondary Opportunities Available to Participating Students: The state of Louisiana continues to demonstrate its investment in the entertainment industry, which indicates a myriad of relevant post-secondary opportunities available to participating LAAP students. The Louisiana entertainment industry supports over 10,000 jobs with average salaries of \$67,000, including a pension and benefits. As an industry, Louisiana has spent more than 260 million dollars in developing studios and purchasing equipment and vehicles across this state over the past decade. In 2021-2022 alone, over \$60M was spent on new purpose-built soundstages, support facilities, and vehicles. Of the 35 public and private colleges and universities in the state, 17 schools offer some form of film production, film studies, or digital media. Furthermore, LDOE created the Entertainment Development Fund in 2017 to support film educational initiatives, workforce development programs, and filmmaker grants and has awarded over \$3.9 million to institutions across the state, including LSU, Loyola, University of Louisiana, Lafayette, Nicholls, NOVAC, Louisiana Film Prize and Cool Cooperative. LAAP founders and advisors, many of whom work in the entertainment industry, have firsthand knowledge of the desire from the film and television industry to increase diversity in these roles, adding to the team’s confidence level that promising post-secondary opportunities will exist for the school’s graduates.

Teacher Training/Certification Requirements: Teachers will be trained and supported by industry professionals to learn how to integrate the four production industry pathways into core content and become proficient in the same Production Career Pathway certificates offered to students like Adobe,

⁵¹ “In LA, Clooney-backed school works to boost Hollywood diversity,” France24,2023,

<https://www.france24.com/en/live-news/20230311-in-la-clooney-backed-school-works-to-boost-hollywood-diversity>.

⁵² Frymier, A. B., & Shulman, G. M. (1995). "What's in it for me?": Increasing content relevance to enhance students' motivation. *Communication Education, 44*(1). <https://doi.org/10.1080/03634529509378996>

⁵³ Smalley, A., “Post Secondary CTE: State Policy Landscape,” National Conference of State Legislatures, May 12, 2023, <https://www.ncsl.org/education/postsecondary-cte-state-policy-landscape>.

Avid, Digital Media Portfolio, and Microsoft Office. **See Professional Development section for more information.**

Post-secondary Readiness and Success: The school model’s real-world relevance - a theme seen across all design elements - has increased student motivation, leading to improved academic achievement. Research has proven that students’ motivation to learn increases when they see relevance in their learning.⁵⁴ Increased motivation leads to increased achievement.⁵⁵ The model is intentionally designed to make school lessons highly relevant - through industry instructors, career pathways, and field trips that allow learners to see how their courses of study translate into the “real world.” Furthermore, multiple pathways to graduation through various learning opportunities provide students with a meaningful high school structure that links subject areas and encompasses personal experiences and connections to adult work.⁵⁶

c. Selection of Diploma Pathway: All LAAP students will receive the TOPS University Diploma. In addition to this diploma, our students will be offered four certificate options within the Production Career Pathway Program. The process by which LAAP students select their career pathway is consistent with the Louisiana Department of Education’s Individual Graduation Planning process and Bulletin 741. State statute demands: “all students complete an Individual Graduation Plan alongside their school counselor/advisor on an annual basis to ensure that they are (1) aware of all options available to them, (2) can access the resources that they need if they require additional support in a particular pathway, and (3) remain on track to graduate on time. Together with their school advisor/counselors, students review, update, and receive a signature from the advisor/ counselor on the plan annually until they graduate.”

Throughout 9th and 10th grade, all students will be offered broad exposure to the production industry and potential career pathways. Project-based learning in these two years will require students to experience a spectrum of opportunities that allow them to both fine-tune their skills and pinpoint their long-term career goals. At the end of 10th grade, the LAAP school advisory advisor/counselor will meet with students to walk through a planning process that results in students selecting their career pathway. This planning process will include the student, their parent/guardian, advisor, and the student’s IEP team, if applicable. This process involves the student working closely with their advisor to make their decision based on their experience using thematic and industry-based integrated academic and CTE pathway curricular projects, review of academic and CTE coursework grades, and student insights into their exposure to and connection with local industry professionals. The process also includes a discussion of the student’s career aspirations, interests, and identified strengths as a result of their two-year exposure to the film and television industry career pathways.

d. Supports for Selection Process: To ensure students meet their respective graduation requirements, the individual graduation planning process guides course selections for all high school years, reinforces the exploration of academic and career possibilities, supports students in navigating decisions about their postsecondary education and workforce plans, tracks courses and graduation requirements, and connects personal interests with student academic planning, which occurs during advisory. In addition, the Assistant Principal for Career and Technical Education will support both teacher development during this process and help develop the support offered to students in the selection process.

⁵⁴ Frymier, A. B., & Shulman, G. M. (1995). "What's in it for me?": Increasing content relevance to enhance students' motivation. *Communication Education*, 44(1). <https://doi.org/10.1080/03634529509378996>

⁵⁵ Steinmayr, P. et al., “The Importance of Students’ Motivation for Their Academic Achievement - Replicating and Extending Previous Findings,” *Front. Psychol.*, 31 July 2019, Sec. Personality and Social Psychology, Volume 10 - 2019.

⁵⁶ Smalley, A., “Post Secondary CTE: State Policy Landscape,” National Conference of State Legislatures, May 12, 2023, <https://www.ncsl.org/education/postsecondary-cte-state-policy-landscape>.

e. Equity of Access for All Students: To secure equity of access for all students, all planning processes and resources are offered to students in multiple languages and, in the cases of students with exceptionalities, the advisor/counselor leading the individual graduation planning process asks some or all members of a student’s IEP team to join a student’s planning process.

3. See Appendix 14: Outline of Course Offering by Diploma Type

4. Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses: All students will complete the Production Career Pathway Program in one of four production pathways: post-production, technical, craft, and the business of entertainment. Students can take courses toward their pathway on campus or off campus at a local college, university, industry institution, or business. In addition, students will take ACT preparation courses in grades 9-12. **The specific planned CTE and ACT courses are detailed in Appendix 15.**

5. Appendix 15: See outline of ACT and Production Career Pathway Program courses.

6. Industry-Based Certificate assessments: All students will take industry-based assessments in their Production Career Pathways in the four career pathways: (1) Post-Production, (2) Technical, (3) Craft, and (4) Business of Entertainment. These assessments include basic and advanced AVID, basic and advanced ADOBE, basic and advanced Digital Media, Statewide MicroEnterprise, and Microsoft Office Specialist. See Appendix 15 for a complete list of assessments.

a, b. Reasoning for Selections and Results: LAAP’s industry-based career pathway course assessments were selected from local entertainment industry advisors and experts, local academic advisors, and union professionals from the International Alliance of Theatrical Stage (IATSE) Local 478 Studio Mechanics feedback. These are the industry credentialing assessments students need to enter the local film and television production industries and are for the most in-demand local production industry jobs.

c. Use of Community Resources: Not applicable

d. Budget: Students will take nine credits of Production Career Pathway courses and associated industry-based credentials. The costs for these courses are represented in the budget in a variety of ways: (1) Staffing and Salaries and Benefits- Career pathway teachers are included in the staffing model as “non-core” teaching staff. (2) Professional Development - The professional development line item includes training and additional certification for career pathway staff. (3) Materials, supplies, technology, and test fees - Costs associated with the necessary materials and supplies and IBC testing fees are included in the Materials and Supplies, Tech, and Textbook line items. (4) Additional Costs - LAAP knows that career pathway courses, particularly those in the production industry, require high-end technology and access to materials and supplies beyond a traditional school budget. LAAP is fortunate to partner with Celtic Studios, which has offered access to robust amenities to support hands-on learning. Additionally, LAAP is securing additional partnerships via our relationship with INDSTRY to support supplementary technology needs, access to online courses through Smashcut, and access to industry professionals as supplementary staff through industry panels, speaker series, and hosting field trips.

7. Appendix 16: See list of Industry-Based Credentials Aligned to CTE courses

8. Systems and structures to minimize drop out risk: LAAP’s school model is inherently designed to reduce the risk of students dropping out of high school. By 1) identifying factors that place students at risk of dropping out and 2) implementing evidence-based systems and structures to mitigate dropout risk. LAAP has developed a logical and feasible plan to ensure its students persist through graduation. This section was developed and informed using Appendix 5 Master Plan, information and best practices from the National Dropout Prevention Center, and other sources cited in this section.⁵⁷

Factors that Place Students at Risk of Dropping Out: Studies have shown that critical factors for why students drop out include 1) lack of engagement, 2) poor attendance, 3) mental health issues, and 4) substance abuse.⁵⁸

Evidenced-Based Systems and Structures LAAP Will Implement to Mitigate Drop Out Risk: LAAP has developed evidence-based systems and structures to mitigate dropout risk:

(1) Engagement: Implementing a career pathway/ CTE program focused on in-demand entertainment industry production jobs. Per the Association of Career and Technical Education’s Issue Brief, “research suggests... that today’s CTE offers students relevant learning experiences that answer the age-old question ‘Why do I have to learn this?’ while at the same time enhancing students’ academic achievement and meeting industry needs.”⁵⁹ In 2017, the National Dropout Prevention Network cited CTE programs as one of 15 notable strategies for dropout prevention and recovery.⁶⁰

(2) Attendance: A dedicated registrar and student advisor will take daily student attendance. The registrar monitors student attendance and informs teachers and parents/guardians if a student is absent. If any student is chronically absent (excused or unexcused), that student will be recognized as truant, and a referral will be made to Louisiana Families in Need of Services (FINS). For students absent (unexcused) for more than five consecutive days, the Principal will inform the Social Worker, who will then notify the student’s teachers to monitor future absences. LAAP will send written notification to the parent/guardian (mail, email, and text), and the student’s advisor and Social Worker will also conduct outreach. Any student with more than ten unexcused absences consecutively will be eligible for failure unless the parent/guardian can justify the unexcused absences.

(3) Mental and Social-Emotional Needs: Systems are in place to promote mental and social-emotional wellness primarily through daily advisory or counseling by the Social Worker. If needed, the school will provide Wraparound Facilitation, which in Louisiana is conducted through "Child and Family Teams" or "CFTs" for students whose behavioral health needs require several supports and services from many different sources to be coordinated for efficiency and effectiveness.

(4) Substance Abuse: As a means to prevent drug, alcohol, and substance abuse, LAAP will follow the Master Plan guidelines to provide age-appropriate content on these topics during advisory.

Plan to Enact Dropout Prevention Measures: Dropout prevention measures described above are logically designed given the known factors that put students at risk of dropping out and evidenced-based systems to mitigate that risk. The feasibility of the LAAP team to enact these dropout prevention measures successfully is high since the plan’s key features are research-based, and this is the second school to open using this model.

⁵⁷ This section was developed using information and best practices from the National Dropout Prevention Center.

⁵⁸ “Career and Technical Education’s Role in Dropout Prevention and Recovery,” ACTE Issue Brief, June 2007, www.acteonline.org/wp-content/uploads/2018/03/Dropouts.pdf.

⁵⁹ “Career and Technical Education’s Role in Dropout Prevention and Recovery,” ACTE Issue Brief, June 2007.

⁶⁰ “Career and Technical Education,” National Dropout Prevention Center, <https://dropoutprevention.org/effective-strategies/career-and-technology-education-cte/#>.

CORPORATE PARTNERSHIPS ADDENDUM - NA

EDUCATIONAL SERVICES PROVIDER ADDENDUM - NA

VIRTUAL OPERATOR ADDENDUM - NA

Appendix 1: School Support COVER SHEET

LAAP is committed to continued community engagement efforts. Throughout the development of this charter application, the leadership team engaged with and gathered local community support and gained a wide variety of qualitative inputs and well-informed perspectives from local and national industry leaders, Baton Rouge leaders, and community residents and prospective parents who understand the community's values, climate and educational needs. See section **8. Stakeholder Engagement in School Design** for details about the nature of feedback received and how this feedback has influenced school design.

The following individuals have been engaged by LAAP as a part of our early stakeholder engagement efforts:

Executive Planning Team: Patrick Mulhearn, LAAP Executive Director,, Kara Maggiore, Chief Executive Officer, New Schools for Louisiana, Morgan Ripski, Principal Consultant, Champe Carter Consulting; Freddi Wicker, Partner, Center for Sustainable Leadership

Academic Advising Team: [Julia Marie Berghammer](#), Designer and Digital Media Educator; [Jillian Godshall](#), Filmmaker, Digital Media Educator & Curriculum Specialist; [Emily Ferris](#), Post-secondary Education Readiness and Training Specialist; and Nia Smith, Educator and Consultant.

Local and National Industry Professionals: Keith Chappell, Chief Financial Officer, Celtic Studios; Kenny Nguyen, LAAP board member and Chief Executive Officer, ThreeSixtyEight Marketing Agency; Cory Parker, Business Manager, IATSE Local 478; Katie Pryor; LAAP board member and Executive Director, Baton Rouge Film Commission; Sanjay Sharma, Chief Executive Officer, Marginal Media; John Rhodes, Producer; Benh Zeitlin, Court 13 Pictures; Tate Taylor, Director; John Norris, Wyolah Films; Richie Adams, River Road Creative; Scott Sullivan, Sulliscope Films; Linda Midgett, Louisiana Public Broadcasting.

Local Nonprofit Leaders: Adonica Duggan, Chief Executive Officer, Baton Rouge Alliance for Students; Renee Chatelain, Chief Executive Officer, Arts Council of Greater Baton Rouge.

Local Funders: Kara Maggiore, Chief Executive Officer, New Schools for Louisiana; Ken Campbell, Chief Executive Officer, New Schools for Baton Rouge; Clint Ebey, Managing Director of Strategy, New Schools for Baton Rouge; Jasmine Simmons, Talent Manager, New Schools for Baton Rouge; John Rhodes, Producer; John Spain, Executive Vice President, Baton Rouge Area Foundation.

INDSTRY Advisory Team: Bryan Lourd, Partner, Managing Director and Co-chairman of Creative Artists Agency (CAA); Grant Heslov, American actor and filmmaker with CAA; Blanca Cruz, Principal, Roybal Campus; Deborah Marcus, Executive, CAA Foundation; Karen Williams, CAA liaison and Managing Director, Roybal Film and Television Production Fund for the Entertainment Industry Foundation (EIF).

Candid Analysis of Support: LAAP is in the early stages of development. As a primary effort to engage community stakeholders, our Executive Planning Team has held meetings with higher education

institutions, toured similar school models, and met extensively with industry leaders both locally and nationally. To date, the leadership team has only encountered support for, not opposition to, the proposed school. The leadership team understands that community engagement efforts will increase over the next two years. We anticipate the community will have general concerns and questions about the school and the model; similar to questions received by other new charter operators in Baton Rouge.

Evidence of Support	Page	Brief Description (Letters in this section submitted with October 2023 application to East Baton Rouge Parish)
Rhett Gérard Poché, Dean of Liberal Arts, Baton Rouge Community College	76	Expressed support of the school to create new career pathways in film and television industries for under-represented students; offered LAAP students opportunities to complete college-level, dual-enrollment coursework, earn college credit and industry-based certifications while in high school at the college; expressed enthusiasm for cultivating a home-grown entertainment workforce that will contribute to the local creative economy.
Bryan Lourd, CEO and Co-Chairman, Creative Arts Agency	77	Expressed support for the development of the Louisiana Academy of Production.
Hannah Beachler, Production Designer, Chinchilla, Inc. and a member of The Academy of Motion Picture Arts and Sciences	78	Expressed enthusiastic support of the school and the prospect of increasing economic opportunities for students and exposing students from underserved communities to careers in film, television, and digital media that are great paying jobs of the future.
Renee Chatelain, President and CEO, The Arts Council of Greater Baton Rouge, working artist, and former teacher	79	Expressed enthusiastic support of the school and the model and the opportunities for training students in the technical aspects of the production industry by learning from award-winning industry professionals during school.
Stevee Rayne Warren, Workforce Program Director, New Orleans Video Access Center (NOVAC) and LAAP Board Member	80	Expressed a need for the school within the local film and production industry, stating, “a shortage of film production workers threatens to hurt the industry’s strength in Louisiana.”
Kristin Sosnowsky, Executive Associate Dean, College of Music and Dramatic Arts Louisiana State University	81	Expressed support for the school program, stating, “The dual mission of LAAP to prepare students for a career in digital media during high school as well as providing a pipeline of skilled workers for the industry is particularly impactful.”
Sundée Winder, PhD, MSPH, Executive Director, Bureau of Community Preparedness, Louisiana State Department of Health	82	Expressed a need for the school model, stating, “Louisiana ranks below national average for high school completion and some college. And has a higher rate of children who live in poverty. A school like LAAP could motivate students to complete high school and choose a career path that seems attainable and also lucrative. Completion of high school could lead to reducing the poverty and unemployment rates in the state.”

Louisiana Academy of Production

Adam Knapp President and CEO Baton Rouge Area Chamber	83	Expressed an industry need for the school model, stating, “In providing a traditional high school education blended with meaningful career training, the school maximizes students’ post-high school opportunities...LAAP’s commitment to providing students with a solid educational foundation and the practical skills needed for success in the film industry aligns with Louisiana’s growing film industry, which generated over 10,000 jobs and \$360,000,000 in earnings in 2022.”
Katie P Pryor Executive Director, Baton Rouge Film Commission and LAAP Board Member	84	Expressed a need for the school, stating, “Without a doubt, our greatest weakness is our greatest opportunity: we are lacking qualified local crew.”
Michael O’Connor, Owner and CEO, Celtic Group	85-86	States an intention to partner with the school, saying, “Celtic fully anticipates a close working relationship and partnership with the Louisiana Academy of Production, and we are making plans now for locating the school on the studio property when it opens.”
Ava Goldson Crews, Manager, Corporate Social Responsibility, Warner Bros. Discovery	87	States an intention to partner with the school, saying, “we hope to see this program excel and for the opportunity to partner on future WBD production initiatives.”
Jay Dardenne, Commissioner of Administration, State of Louisiana	88	Emphasizes the need for LAAP, stating, “One of our state’s challenges has been providing qualified crews to meet the industry’s needs...The Louisiana Academy of Production will be a catalyst for providing training opportunities in an exciting field that already has a strong infrastructure base throughout our state.”
Bill Cassidy, MD, Member of the U.S. Senate Health, Education, Labor, and Pensions Committee	89	Expressed support for the school, stating, “LAAP will be an asset for the Baton Rouge Community and State of Louisiana.”
Dana Peterson, Education Leader and Advocate	90	Expressed support for the school, stating, “This school has the potential to provide tremendous opportunities for children in Louisiana and bolster homegrown talent within the state’s film industry.”
Dai Nguyen, Board Member, Arts Council of Greater Baton Rouge	91	Expressed support for the school, stating, “LAAP is prepared to provide the stellar leadership, social emotional support, and high quality technical training that our students need to pursue exciting careers in entertainment.”
Sharon Weston Broome, Mayor-President, City of Baton Rouge/Parish of East Baton Rouge	92	Expressed a need for the school in support of diversifying the film industry, stating, “This school allows the opportunity to train our young people for those jobs and thus continue to diversify the economic landscape of Baton Rouge to include a strong and growing creative economy.”
Linda Midgett, Executive Producer, Louisiana Public Broadcasting	93	Expressed a need for the school, stating, “As someone who is constantly on the hunt for well-trained talent and production personnel, I can attest to how helpful it will be to have a trusted, professional source contributing to the training of Louisiana’s entertainment workforce.”

Louisiana Academy of Production

Evidence of Support	Page	Brief Description (All evidence described below is new)
Madisson Bruno, Executive Director, Court 13 Arts	94	Expressed an intent to partner with the school, stating “Court 13 Arts is so excited to build a poignant, sustained partnership with LAAP and offer them any and all resources at our disposal.”
Jason Waggenspack, President, Louisiana Film and Entertainment Association	95	Stated a “critical need” for a “well-trained, diverse workforce” in the film industry.
Chynna McClinton LSU Athletics Creative Content Graduate Assistant	96	LSU graduate advocating for alternative high school that “would have been the perfect opportunity” during their high school years.
Billy Nungesser, Lieutenant Governor	97	Expressed support for the film-industry themed school in support of LAAP, as the school aligns with the state interest in filling industry roles with “trained Louisiana professionals”.
Jenika Kolacz, Producer	98	LSU graduate advocating for the film-industry high school model of LAAP because “the development of young industry professionals will lead to an even stronger film community”.
Brook Yeaton, President, IATSE Local 478	99	Local Union President supporting a future partnership with LAAP to build “direct contact between working professionals and the students”.
John Pierre, Chancellor Southern University Law Center	100	Letter of support for LAAP, including an intention to build a “close partnership” with the school.
Alissa Kantrow, Alt Z Productions LLC	101	Award-winning local producer expressed support for LAAP, highlighting the need for “a highly trained workforce”.
Brendan Pyron, Co-Founder Unoriginal Films	102	Local producer advocating for LAAP, highlighting the lack of local crew members to staff Louisiana film productions.
Joe Carleton, Producer Unoriginal Films	103	Local producer expressing support for LAAP, stating the school could “change the landscape of Louisiana as we know it”.
Mya Wiseman, Film USA Student Program Coordinator	104	LSU graduate stating the need for a school like LAAP; stating, “thank you for seeing that young people need and have a desire to get into the film industry”.
Daniel Lewis, CEO Evergreen Films	105- 106	Local producer and prospective parent advocating for the need for LAAP’s model and stating an intention to enroll their student in LAAP.
Nathan Hall, Executive Associate Louisiana Film Commission	107	Local industry leader sharing the need for LAAP, stating, “If you want to build a thriving film community, film workforce, and film industry within your area, you have to start with the next generation.”
Uzon Njoku, Executive Director Social Boot Network	108	Expressing “enthusiastic support” for LAAP.



October 4, 2023

RE: Louisiana Academy of Production (LAAP) Letter of Support

To Whom It May Concern,

It is with pleasure that I, on behalf of Baton Rouge Community College (BRCC), write to express our enthusiastic support for the Louisiana Academy of Production (LAAP). BRCC is quite excited about the prospect of LAAP providing Louisiana's students with a career-focused approach to education, one that will prepare them to join the state's entertainment industry workforce.

As a career-focused institution of higher education, BRCC can attest to the value of targeted study that is responsive to local workforce needs and prepares students for high-demand, high-wage jobs, including those within Louisiana's robust entertainment sector.

Entertainment is a thriving sector that plays a crucial role in the economic and cultural vitality of our city and state. By offering specialized education in film, television, digital media, and related fields, LAAP has the potential to equip students with the knowledge and skills needed to excel in this competitive and rapidly evolving industry.

Moreover, much like the Roybal TV and Film Magnet School in Los Angeles (LAAP's inspiration) and the New Orleans Center for Creative Arts (NOCCA), LAAP will surely foster a spirit of inclusivity and accessibility in arts education. The establishment of a charter school focused on film, television, and other forms of entertainment provides an exciting opportunity for students from diverse backgrounds and underserved communities to pursue their creative passions with the assurance of prospective employment at home in Louisiana. That point deserves emphasis. LAAP will be for Louisiana's students, cultivating a home-grown entertainment workforce that will contribute to our local creative economy.

We are eager to support LAAP in any way possible and envision a fruitful partnership that will not only strengthen the educational landscape but also contribute to the continued growth and success of the local entertainment industry.

Our institution boasts a wealth of resources, experienced faculty, and industry connections that we are ready to share to ensure the success of LAAP and its students. BRCC pledges to provide LAAP students with opportunities to complete college-level, dual-enrollment coursework, providing them with opportunities to earn college credit and industry-based certifications while in high school. Such programs offer a valuable early college experience and lessen the burden of funds expended and debt accrued in pursuit of higher education.

We would like to thank you for considering our endorsement and hope you join us in supporting LAAP's mission to bring progressive creative workforce education to Baton Rouge.

A handwritten signature in black ink that reads "Rhett Gérard Poché".

Rhett Gérard Poché
Dean of Liberal Arts
Baton Rouge Community College

[201 Community College Dr., Baton Rouge, LA 70806](#)



Bryan Lourd, CEO and Co-Chairman
Creative Arts Agency
2000 Avenue of the Stars
Los Angeles, CA 90067

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As a proud member of CAA and the industry, it is my desire to see schools that provide high quality services to our state's students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen. This communication is an expression of my support for the Louisiana Academy of Production.

Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across Louisiana with early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation. In providing a traditional high school education blended with meaningful career training, the school maximizes students' post-high school opportunities. This kind of purposeful education will be unique in the state and will provide a proof point for what career and technical education can do for students beyond school.

We believe by connecting the Louisiana communities' need for early technical training, we can create a throughline for young students to a diverse career field. It keeps jobs and the art economies in our state, and creates an opportunity for traditionally underserved communities to explore the entertainment trades. Schools like Roybal train kids to participate in high paying jobs for productions, and provides the valuable opportunity to learn the importance of teamwork in a creative environment. The technical education also illuminates what we believe can happen within many industries beyond entertainment.

LAAP is prepared to provide the stellar leadership, social emotional support, and high quality technical training that our students need to pursue exciting careers in entertainment. We appreciate your support of our application.

Regards,

A handwritten signature in black ink that reads "Bryan Lourd". The signature is written in a cursive, flowing style.

Hannah Beachler, Production Designer
Chinchilla, Inc.
3228 Annunciation Street
New Orleans, LA 70115

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As a proud member of The Academy of Motion Picture Arts and Sciences, and as a working Production Designer in the film industry, it is my desire to see schools that provide high quality services to Louisiana students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen. This communication is an expression of my support for the Louisiana Academy of Production.

LAAP is an important because of the need to expose more people from underserved communities to careers in film, television, and digital media; the training provided for great-paying jobs of the future; the opportunity to learn from award-winning industry professionals; the chance to learn crafts and technical skills while receiving an excellent high school education; the opportunity to learn the value of teamwork in a creative work environment; an option to enter the workforce or continue on to college after graduation; and a chance for students to find, explore, and perfect their creative talents.

LAAP is prepared to provide the stellar leadership, social emotional support, and high-quality technical training that our students need to pursue exciting careers in entertainment. We appreciate your support of our application.

Best Regards,



Hannah Beachler
Production Designer

**The Arts Council
of Greater Baton Rouge**
233 St. Ferdinand
Baton Rouge, LA 70802
(225) 344-8558



September, 2023

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- Bubba Willis

President & CEO

Renée Chatelain

RE: Louisiana Academy of Production (LAAP)
Letter of Support

To whom it may concern,

In my current roles as President & CEO of this regional arts council, as a working artist and as a former classroom teacher, I have a deep desire to see schools provide high quality services to our state’s students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen with the Louisiana Academy of Production, for whom I am thrilled to write this letter of support.

Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across Louisiana with early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation. In providing a traditional high school education blended with meaningful career training, the school maximizes students’ post-high school opportunities. This kind of purposeful education will be unique in the state and will provide a proof point for what career and technical education can do for students beyond school.

Louisiana has been and seeks to continue to build a robust economy around film and television and the related music industry. LAAP’s vision to ensure that this workforce is well-trained and competitive for all is especially important, as it is vital that all aspects of television, film, and digital media reflect our community across socio-economic, racial and cultural populations. The need to provide actual opportunities for training in the technical and performing aspects of this market is being addressed by LAAP, whose students will have the opportunity to learn from award-winning professionals in a unique setting, throughout their high school career, along with academic rigor. It is exciting as a resident of Baton Rouge to know that such an education model which will set a new bar of excellence nationally will be located in this community.

Louisiana Academy of Production is well prepared to provide the stellar leadership, social emotional support, and high-quality technical training that our students need to pursue exciting careers in entertainment, as well as prepare these students to be contributing global citizens.

Your support of this application is greatly appreciated.

Thank you,

Renee Chatelain



Storytellers empower communities., we empower storytellers.

Stevee Rayne Warren
New Orleans Video Access Center (NOVAC)
New Orleans and Baton Rouge, Louisiana

October 5, 2023

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As a proud staff member of the New Orleans Video Access Center and in my role as an independent Producer and Film and TV Career Readiness Specialist, it is my desire to see schools that provide high quality services to our state's students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen. Please accept this letter as an expression of my support for the Louisiana Academy of Production.

Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across Louisiana with early exposure to career pathways. This kind of purposeful education will be unique in the state and will provide a proof point for what career and technical education can do for students beyond school.

NOVAC empowers storytellers and communities by providing education, training, and film, television, and digital media resources. Our vision is that Louisiana storytellers have equitable access to economic opportunities in film and digital media; the agency, voice and vision to tell their own stories at the highest level of practice. We do this through workforce development programs, youth training, social issue documentary production, and video preservation. We design our workforce development programs in partnership with the region's leading film production companies, unions, and studio programs. We value the contributions that people of various backgrounds and identities bring to the workforce and we strategically partner with community organizations to ensure that our training cohorts are diverse. LAAP's vision and ethos is directly aligned with NOVAC's and we look forward to collaborating.

Louisiana is a national center of film production. According to the Motion Picture Association, Louisiana is the 4th most popular film production hub in the United States. The Louisiana Film and Entertainment Association reports that film production and visitor spending supports up to 33,000 jobs in Louisiana, generating \$1.2 billion in personal income and \$3.9 billion in economic output in the state. But a shortage of skilled film production workers threatens to hurt the industry's strength in Louisiana. Without an investment in trained workforce, Louisiana is at risk of losing momentum and local talent. It is my belief that LAAP has the ability to prevent that from happening.

I am confident that LAAP is prepared to provide the impeccable leadership, social emotional support, and high quality technical training that our students need to pursue exciting careers in entertainment. We appreciate your support of our application.

Warmest Regards,

Stevee-Rayne Warren

Stevee Rayne Warren

Workforce Program Director, *New Orleans Video Access Center (NOVAC)*



College of
Music & Dramatic Arts
School of Theatre

October 6, 2023

Mr. Patrick Mulhearn
Mulhearn and Associates
O'Connor Building, Suite 805
10000 Celtic Drive
Baton Rouge, LA 70809

To whom it may concern:

I write from the Louisiana State University School of Theatre in the College of Music and Dramatic Arts to provide support to the Louisiana Academy of Production (LAAP), an innovative initiative designed to prepare high school students for careers in film and television while also ensuring that there is a base of skilled workers to support growth in the industry.

It is noteworthy that LAAP will be modeled on the Roybal TV and Film Magnet School in Los Angeles sharing the same goal to provide students with invaluable early insights into potential career paths. Like Roybal TV and Film Magnet School, LAAP will offer an immersive curriculum for grades 9-12, nurturing both technical competencies and interpersonal skills. Furthermore, the school emphasizes professional internships, a foundational understanding of the industry, and will provide pivotal certifications to empower students with the tools they need for success post-graduation. The School's structure which combines career readiness for the film industry with a traditional high school education will ensure that students have a variety of options upon graduation including directly entering the industry or exploring additional educational avenues. Regardless, the training the students receive will be instrumental to their success.

The dual mission of LAAP to prepare students for a career in digital media during high school as well as providing a pipeline of skilled workers for the industry is particularly impactful. As a unit which offers a BFA in Film and Television, we are aware that it is essential to increase the base of skilled technical workers to ensure the industry is able to maintain and expand the level of digital media production in the region.

I am confident that LAAP has a strong foundation to build on and will be a positive force for the state providing new career paths and supporting an important economic driver. Your support for this initiative is invaluable. I appreciate your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'KS'.

Kristin Sosnowsky
Executive Associate Dean, College of Music and Dramatic Arts
Director, School of Theatre
Louisiana State University
105 Music and Dramatic Arts Building
Baton Rouge, LA 70803
KSOSNO1@LSU.EDU



State of Louisiana
Louisiana Department of Health
Office of Public Health

October 5, 2023

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern:

In my role as Public Health Executive Director for the Bureau of Community Preparedness, it is my desire to see schools that provide high quality services to Louisiana students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen. This communication is an expression of my support for the Louisiana Academy of Production (LAAP) .

Louisiana ranks below national average for high school completion and some college. And has a higher rate of children who live in poverty. A school like LAAP could motivate students to complete high school and choose a career path that seems attainable and also lucrative. Completion of high school could lead to reducing the poverty and unemployment rates in the state. LAAP has the potential to offer Louisiana students better opportunities. I believe LAAP is prepared to provide the stellar leadership, social emotional support, and high quality technical training that our students need to pursue exciting careers in entertainment.

Sincerely,

A handwritten signature in cursive script that reads "Sundée Winder".

Sundée Winder, PhD MSPH
Executive Director
Bureau of Community Preparedness

October 6, 2023

RE: Louisiana Academy of Production Letter of Support

To Whom It May Concern:

On behalf of the Baton Rouge Area Chamber (BRAC), I am pleased to offer a letter of support for the Louisiana Academy of Production's (LAAP) application. This letter expresses our vision to provide high-quality educational opportunities to students in the Capital Region.

LAAP's mission, inspired by the Roybal TV and Film Magnet School in Los Angeles, California, is both visionary and commendable. By offering students across the region early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation.

In providing a traditional high school education blended with meaningful career training, the school maximizes students' post-high school opportunities. This kind of purposeful education will be unique in the state and will provide proof of what career and technical education can do for students beyond school. LAAP's commitment to providing students with a solid educational foundation and the practical skills needed for success in the film industry aligns with Louisiana's growing film industry, which generated over 10,000 jobs and \$360,000,000 in earnings in 2022. By exposing students to this industry and offering training for high-paying jobs, LAAP will contribute to the continued growth of Louisiana's entertainment sector.

BRAC is delighted to support LAAP's application, as we firmly believe in the importance of innovative education that prepares students for the workforce and drives economic growth in our region. We are excited about the potential impact of LAAP and look forward to witnessing the success of this groundbreaking initiative.

Sincerely,



Adam Knapp
President & CEO
Baton Rouge Area Chamber



October 4, 2023

RE: Louisiana Academy of Production (LAAP) Letter of Support

To Whom it May Concern,

It is with great enthusiasm and unwavering certainty that I write in support of the proposed Louisiana Academy of Production (LAAP).

In the past six years serving as the Baton Rouge Film Commissioner, I have been at the forefront of helping this economic powerhouse industry flourish in our community and therefore know well what obstacles delay progress. Without a doubt, our greatest weakness is our greatest opportunity: we are lacking qualified local crew.

Over \$200 million in production has filmed in Baton Rouge in my time as commissioner and all have needed to bring in crew from another market to fill the gaps where they could not hire locally. The opportunity is here too. Baton Rouge has a healthy history of production and a promising future, especially if we directly address our crew need.

Based on a proven model, the Louisiana Academy of Production (LAAP) will give our students opportunities for their future unlike anything we currently have in the state. LAAP will provide not only a quality education that fully prepares the students for a college trajectory, but it will also deliver this education in an immersive curriculum with exposure to film industry career pathways which will prepare them to immediately enter a job force with a higher than average starting pay.

Thank you for your consideration and we hope you join us in supporting the mission to give our young professionals quality education, quality workforce training and above all: autonomy over their future.

Regards,


Katie P Pryor
Executive Director, Baton Rouge Film Commission



The Celtic Group

3888 S. Sherwood Forest Boulevard ▪ Celtic Centre Building I ▪ Baton Rouge, Louisiana 70816
Office: 225-752-2490 ▪ Fax: 225-752-2582

October 9, 2023

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As the owner and operator of Celtic Studios, the largest design-built studio in the Gulf South located in the heart Baton Rouge, please accept this letter of support for the charter application of the Louisiana Academy of Production.

Celtic has hosted dozens of film and television productions of all sizes since our doors opened in 2007. With titles like NBC Universal's *Battleship* as well as their feature film *Oblivion* starring Tom Cruise, Sony's *Greyhound* starring Tom Hanks, Disney's *National Treasure* streaming series, and dozens of other productions whose total budgets would add up to more than \$1.2 billion. Over the years, those productions have pumped hundreds of millions into our local economy and have created thousands of jobs.

Unfortunately, since late 2015, film production has not been as consistent as it should have been for Baton Rouge because of inconsistencies with Louisiana's motion picture tax credit laws, a devastating flood, the pandemic, and the recent industry strikes. As a result, we have lost many of our experienced local union crew members to other states and even other countries. Trained crew members and consistent work are critical to the success of the industry in our area. We believe the Louisiana Academy of Production will be a tremendous solution for growing a diverse, younger, and more qualified local crew base that will help Celtic attract more productions to our area, and the economic impact those productions will have on our community will be tremendous.

Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across Louisiana with early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation. In providing a traditional high school education blended with meaningful career training, the school maximizes students' post-high school opportunities. This kind of purposeful education will be unique in the state and will provide a proof point for what career and technical education can do for students beyond school.



3888 S. Sherwood Forest Boulevard ▪ Celtic Centre Building I ▪ Baton Rouge, Louisiana 70816
Office: 225-752-2490 ▪ Fax: 225-752-2582

Celtic fully anticipates a close working relationship and partnership with the Louisiana Academy of Production, and we are making plans now for locating the school on the studio property when it opens. This will give the students unprecedented access to stages, equipment, technical infrastructure, and the opportunity to learn from real industry professionals. In short, the kind of access we will help provide will give LAAP's students one of the most unique and impactful high school learning experiences in the nation. We could not be more excited about the opportunities this will create for the students, the industry, Baton Rouge, and Louisiana.

Regards,

Michael O'Connor
Owner & CEO
The Celtic Group

Ava Goldson Crews, Manager
Corporate Social Responsibility
Los Angeles, CA

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As a proud employee of Warner Bros. Discovery and in my commitment to social and educational impact, it is my desire to see schools that provide high quality services to Louisiana students while increasing their economic prospects. This communication is an expression of my support for the Louisiana Academy of Production.

Similar to WBD, LAAP prioritizes the need to expose more people from underserved communities to careers in film, television, and digital media, training for great-paying jobs of the future, the opportunity to learn from award-winning industry professionals and the chance learn crafts and technical skills while receiving an excellent high school education. LAAP is prepared to provide the stellar leadership, social emotional support, and high quality technical training that students need to pursue exciting careers in entertainment. Pending its application, we hope to see this program excel and for the opportunity to partner on future WBD production initiatives.

Regards,



Ava Goldson Crews
Manager, Corporate Social Responsibility, Warner Bros. Discovery

Office of the Commissioner
State of Louisiana
Division of Administration

JOHN BEL EDWARDS
GOVERNOR



JAY DARDENNE
COMMISSIONER OF ADMINISTRATION

October 4, 2023

Mr. Patrick Mulhearn
Mulhearn and Associates
O'Connor Building, Suite 805
10000 Celtic Drive
Baton Rouge, LA 70809

Re: Louisiana Academy of Production (LAAP)

To Whom It May Concern:

I am pleased to write in support of the proposed Louisiana Academy of Production (LAAP).

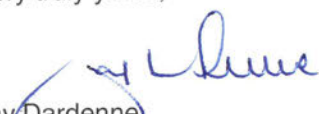
Earlier in my career, I served as a state senator and was the lead author of legislation creating the Motion Picture Tax Credit Program in Louisiana. Part of the vision for this program was to see schools in Louisiana provide high quality training in careers related to the film, television and digital media. This school would help make this a reality.

I understand that the Louisiana Academy of Production has been inspired by the Roybal TV and Film Magnet School in Los Angeles, California. The school will provide students from throughout Louisiana with early exposure to career pathways, an immersive ninth to twelfth grade curriculum developing hard and soft skills, professional internships, an industry knowledge base and certifications essential to securing media industry jobs upon graduation. This one-of-a-kind facility will provide a traditional education blended with meaningful career training in order to maximize economic opportunities in a growing sector of the Louisiana economy.

In my role as the chief operating officer for the state, I have been involved with a number of development opportunities seeking to diversify our economy. One of our state's challenges has been providing qualified crews to meet the industry's needs. We also need to expose individuals from underserved communities to career paths and opportunities to learn technical skills needed to sustain the creative economy. The Louisiana Academy of Production will be a catalyst for providing training opportunities in an exciting field that already has a strong infrastructure base throughout our state.

I am convinced that LAAP will provide the leadership, emotional support and high quality technical training that our students need to pursue exciting careers in entertainment. Please support this application and feel free to call me if I can provide additional information.

Very truly yours,


Jay Dardenne
Commissioner of Administration

JD/si

United States Senate

October 3, 2023

Mr. Dadius Lanus
President, East Baton Rouge Parish School Board
1050 S. Foster Dr.
Baton Rouge, LA 70806

Re: Letter of Support for the Louisiana Academy of Production (LAAP)

Dear President Lanus,

Please accept this enthusiastic letter of support for the Louisiana Academy of Production (LAAP), which will be located in East Baton Rouge Parish.

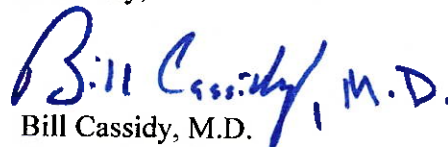
As you may know, LAAP will help students from 9th to 12th grade earn a traditional high school education while training them for careers in the film and television industry. Students will train with award-winning professionals and earn professional internships that let them take the skills they learn in the classroom and apply them in the field. LAAP is modeling their school after the Roybal TV and Film Magnet School in Los Angeles, which supports students that otherwise would not have an opportunity to work in film and television.

According to Louisiana Entertainment, the Motion Picture Production Tax Credit generated 10,323 jobs, over \$362 million in earnings and over \$847 million in sales in Louisiana during Fiscal Year 2022. However, states from California to Georgia compete with Louisiana for these jobs, so a tax credit alone will not keep us competitive. We need schools which train our students for these jobs. They deserve a chance to benefit from the well-paying careers that the film and television industry provides.

As a supporter of charter schools and Ranking Member of the Senate Health, Education, Labor and Pensions (HELP) Committee, I support LAAP and have no doubt that they will give our students a chance at these jobs. LAAP will be an asset for the Baton Rouge Community and State of Louisiana.

I greatly appreciate your consideration of LAAP as a school you can support. With best regards, I am

Sincerely,


Bill Cassidy, M.D.
United States Senate

Dana Peterson
New Orleans, Louisiana

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

It my desire to see schools that provide high quality services to our state's students while increasing their economic prospects and life outcomes. We now have the opportunity to make this happen. This communication is an expression of my support for the Louisiana Academy of Production.

As a former Asst. Superintendent with Louisiana Department of Education and the current CEO of New Schools for New Orleans I am keenly aware of the need for more quality school options our state. Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students an immersive curriculum and early exposure and training in career pathways tied film and television. In providing a traditional high school education blended with meaningful career training, the school maximizes students' post-high school opportunities.

This school has the potential to provide tremendous opportunities for children in Louisiana and bolster homegrown talent within the state's film industry.

Regards,



[Dana Peterson \(Oct 6, 2023 17:29 CDT\)](#)

Dana Peterson
Education Leader & Advocate

Dai Nguyen
13909 Park Terrace Drive
Baton Rouge, LA

RE: Louisiana Academy of Production (LAAP) Letter of Support

To whom it may concern,

As a proud member of Arts Council of Greater Baton Rouge and in my role as a member of the Board of Directors, it is my desire to see schools that provide high quality services to our state's students while increasing their economic prospects beyond schools. We now have the opportunity to make this happen. This communication is an expression of my support for the Louisiana Academy of Production.

Inspired by the Roybal TV and Film Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across Louisiana with early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation. In providing a traditional high school education blended with meaningful career training, the school maximizes students' post-high school opportunities. This kind of purposeful education will be unique in the state and will provide a proof point for what career and technical education can do for students beyond school.

I am passionate to support educational opportunities for students to explore their creative talents and pursue careers in film, television, and digital media. This is an important industry for Louisiana to diversify the state's economy and expose more people in these careers.

LAAP is prepared to provide the stellar leadership, social emotional support, and high quality technical training that our students need to pursue exciting careers in entertainment. We appreciate your support of our application.

Regards,

Dai Nguyen

Board Member, Arts Council of Greater Baton Rouge



Office of the Mayor-President

City of Baton Rouge
Parish of East Baton Rouge

222 St. Louis Street
Post Office Box 1471
Baton Rouge, Louisiana 70821

225 389-3100
Fax 225 389-5203

Louisiana Academy of Production

SHARON WESTON BROOME
Mayor-President

October 5, 2023

East Baton Rouge School Board
1050 S Foster Drive
Baton Rouge, LA 70806

RE: Louisiana Academy of Production (LAAP) Letter of Support

To Whom It May Concern,

As Mayor-President of The City Baton Rouge/Parish of East Baton Rouge, I am devoted to the continued progress of our city and state and have always recognized access to high quality education as a foundation to that growth. Our youth need and deserve opportunities beyond what they have imagined. Our schools must equip our students with the tools to move forward with the best path for them, rather that is further education or entering immediately into a quality job in the workforce. This is why I support Baton Rouge being the home of the Louisiana Academy of Production.

Inspired by the Roybal Film and Television Magnet School in Los Angeles, California, the Louisiana Academy of Production will offer students across the state early exposure to career pathways, an immersive 9-12th grade curriculum that develops both hard and soft skills, professional internships, a foundational film and television industry knowledge base, and certifications essential to securing media industry jobs after graduation. Blending a quality, traditional high school education with meaningful career training, the school will maximizes our students' post-high school opportunities. This is purposeful education.

Since 2017, Baton Rouge has had over \$200 million in production. That includes hundreds of thousands in payroll. This school allows the opportunity to train our young people for those jobs and thus continue to diversify the economic landscape of Baton Rouge to include a strong and growing creative economy.

LAAP is prepared to provide the leadership, support, and high quality technical training that our students need to pursue exciting careers in entertainment. We appreciate your support of our application.

Sincerely,

Sharon Weston Broome
Mayor-President
City of Baton Rouge/Parish of East Baton Rouge



LOUISIANA PUBLIC BROADCASTING

7733 Perkins Road · Baton Rouge LA 70810 · (225)767-5660 · www.lpb.org

October 17, 2023

Mr. Patrick Mulhearn
Mulhearn and Associates
O'Connor Building, Suite 805
10000 Celtic Drive
Baton Rouge, LA 70809

Re: Louisiana Academy of Production

To Whom It May Concern:

As the Executive Producer of Louisiana Public Broadcasting, the statewide PBS affiliate for Louisiana, it is my honor to write in support of the proposed Louisiana Academy of Production (LAAP). This is an exciting opportunity to provide Louisiana's high school students with a unique education that will prepare them for a lifetime of success.

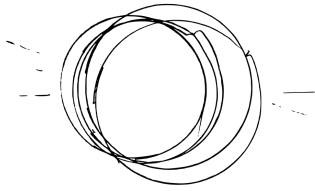
The inspiration for LAAP is the Roybal TV and Film Magnet School in Los Angeles, which is revolutionizing the approach to training younger generations for careers in film and television. The timing of this could not be better as the Gen-Z generation has redefined the importance of media and storytelling in our culture. It's with this in mind that the Louisiana Academy of Production will blend a traditional high school education with specific career training that will maximize students' post-graduation opportunities. Students from across Louisiana, including its most underserved, will be exposed to career pathways, a curriculum that develops both hard and soft skills, professional internships, a foundational industry knowledge base, and certifications essential to securing media industry jobs after graduation.

As someone who is constantly on the hunt for well-trained talent and production personnel, I can attest to how helpful it will be to have a trusted, professional source contributing to the training of Louisiana's entertainment workforce. The state too often relies on crew that migrates from other locales. This problem is exacerbated as Louisiana faces the increasing outmigration of its young people who leave for better work opportunities. The creation of LAAP will directly combat this trend by training students for high-paying, skilled work that can be done here at home. This will in turn bolster the confidence of companies who will create jobs here, confident they can be filled with high-caliber talent.

The creation of the Louisiana Academy of Production is a win for everyone—for students, our education system, the state economy, and for Louisiana as a whole, which will have a jewel of an educational program that will enhance its attractiveness to other industries. I wholeheartedly support LAAP's application and look forward to seeing the opportunities that will unfold as a result.

Very truly yours,

Linda Midgett
Executive Producer



COURT 13 ARTS

Court 13 Arts

A New Orleans based 501(c)(3) nonprofit
2801 Franklin Avenue, NOLA 70122
<https://www.court13arts.org>

April 10, 2024

Re: Letter of Support for Louisiana Academy of Production (LAAP)

To whom it may concern,

It is my privilege that on behalf of Court 13 Arts, the Louisiana 501(c)(3) film nonprofit behind the four time Academy Award nominated *Beasts of the Southern Wild*, I am writing to express our full support of the Louisiana Academy of Production (LAAP).

Court 13 Arts is working to fulfill our vision to cultivate a culture of community-based filmmaking that helps develop Louisiana talent and anchors them here for the long-term benefit of our state and the Gulf South. Through our unique success story in the national and international film industry, we can attest to not only how talented our state's entertainment industry workforce is, but how *incredibly powerful* it has the potential to be. We also know that in order to fulfill this potential, investing in accessible, film-industry career-focused education is paramount.

LAAP is a shining example of just the kind of investment we need in order to realize this bright future. So often have we found that our talented, local Louisianas leave the state in order to peruse their dreams in film elsewhere, thus taking not only their artistry but also future earning potential with them. LAAP will instead provide an opportunity for our young people to peruse their dreams without leaving home, and is thus a crucial piece in the puzzle of entertainment-industry workforce retention. Following in the footsteps of the widely respected Roybal Film and Television Magnet School in California, LAAP will provide the inclusive, career-focused approach to education our state needs to grow and anchor future generations of our creative economy here.

Court 13 Arts is so excited to build a poignant, sustained partnership with LAAP and offer them any and all resources at our disposal. We look forward to working together to provide students with direct educational access to our network of successful Louisiana-based filmmakers, such as Benh Zeitlin, and diverse host working professionals throughout the creative economy who have all found sustainable, fulfilling careers here in Louisiana through film. As a 7th generation Louisiana, former high school teacher, and member of our current film economy myself, I am elated at the prospect of such a school existing for the benefit of not only its future graduates but of our state as a whole.

Thank you so much for taking the time to read our letter of support, and please don't hesitate to reach out if there's any way I can be of further assistance.

Sincerely,

Maddison Bruno
Executive Director, Court 13 Arts



April 5, 2024

To Whom It May Concern,

I am writing on behalf of the Louisiana Film Entertainment Association (LFEA) to wholeheartedly endorse the Louisiana Academy of Production (LAAP). Our association, committed to nurturing and expanding the film and television industries within Louisiana, recognizes the critical need for a well-trained, diverse workforce. LAAP's innovative approach to education, which combines high school learning with film technology training, aligns perfectly with our mission and the broader needs of our industry.

The vision of LAAP, to equip a diverse student body with the skills and opportunities required for successful entry into high-wage media careers and/or competitive media programs at the collegiate level, is a game-changer for the industry. It promises not only to diversify the talent pool but also to raise the standard of incoming professionals. The comprehensive production career pathways offered—ranging from Post-Production and Technical to Craft and the Business of Entertainment—cover the entire spectrum of the industry, ensuring that graduates are well-rounded and highly skilled across various disciplines.

The partnership between LAAP and industry professionals, offering students real-world experiences such as studio internships and union hours, is particularly impressive. This hands-on approach guarantees that students are not only academically prepared but also understand the day-to-day realities of working in the film and television industries.

On behalf of the Louisiana Film Entertainment Association, I affirm our support for the Louisiana Academy of Production and its mission. We look forward to welcoming LAAP graduates into our industry, confident in their ability to contribute meaningfully and innovatively. LAAP's commitment to excellence and inclusivity is a beacon of hope for the future of film and television production in Louisiana and beyond.

Should you require any further information or wish to discuss this endorsement in more detail, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jason A. Waggenpack", with a long horizontal flourish extending to the right.

Jason A. Waggenpack
President
Louisiana Film Entertainment Association

To whom it may concern:

My name is Chynna McClinton. In May 2023, I graduated from the LSU School of Theatre with a Bachelor of Fine Arts in Film and TV. My main focus in school was developing my technical camera skills and learning the art of being a cinematographer. During my time at LSU, I learned these skills by participating in numerous projects such as student-led films, LSU sponsored *Geaux Films*, LSU's biggest films of the year, and working as a camera intern for Disney's *The Crossover*. These opportunities gave me confidence in my technical abilities and in my collaboration skills. Currently, I am a Creative Content Graduate Assistant for LSU Athletics. This involves filming and editing videos for several LSU sports teams, with a primary focus on LSU Women's Basketball and LSU Softball. Concurrently, I am pursuing my Master of Science degree while continuing to contribute to Baton Rouge films, such as *Beware the Box Folk*, when I have the opportunity to do so.

Coming into college, I was an engineering major. I chose that path without having full awareness of the opportunities within the film industry. The Louisiana Academy of Production would have been the perfect opportunity for me to discover this whilst also enriching my skills. I love the idea of having post-production, technical, craft, and business of entertainment pathways. This would allow individuals who are unaware of the variation of jobs within film and TV to discover a passion that truly resonates to them. Having skilled members is important, but it is also important to have a diverse group of members which is what the LAAP is striving for. These different stories will ultimately craft a more inclusive and creative environment. If I had the opportunity to attend this school, I would have fully immersed myself into the film industry with more confidence than I did when I was first starting in college.

Thank you for this opportunity to create a school that I feel will truly be the pillar of a growing and thriving community. I'm very excited to see the great talent that the Louisiana Academy of Production will produce for many years to come. Thank you for supporting the film and TV industry, and thank you for supporting Baton Rouge.

Sincerely,

Chynna McClinton

LSU Athletics Creative Content Graduate Assistant
cmccli5@lsu.edu

Office of the Lieutenant Governor
State of Louisiana

BILLY NUNGESSER
LIEUTENANT GOVERNOR



P.O. Box 44243
BATON ROUGE, LOUISIANA 70804-4243
(225) 342-7009

April 3, 2024

Louisiana State Board of Elementary and Secondary Education (BESE)
1201 N 3rd Street
Baton Rouge, LA 70802

Dear Members of the Board:

I would like to express my full support for the charter application of the Louisiana Academy of Production (LAAP).

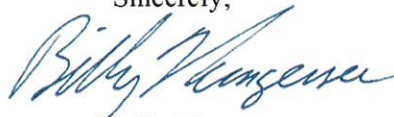
Studies have shown films, movies, and TV shows featuring Louisiana are large motivators for tourists and countless others who choose to visit our state. In fact, Louisiana productions influence our state's tourism revenue by as much as \$2.5 billion per year. While our incredible food, culture, and locations are certainly huge draws, a well-trained local crew base helps lower the cost of filming in Louisiana. This makes basing a production here an even easier decision for executives, producers, and directors.

Having a school in Louisiana that is affiliated with the Los Angeles-based Roybal Film and Television Magnet School will undoubtedly produce strong results for all of Louisiana. LAAP will help our students maximize their post-high school opportunities without having to leave our great state. This purposeful education will give them the choice of immediate entry into a workforce with high-paying jobs or the ability to choose to continue on with post-secondary education. As Lieutenant Governor, I have always advocated for retention of our young minds, and I believe that is important now more than ever.

It is hard to put a price tag on giving young people throughout our state the ability to pursue dreams right here in Louisiana. Giving them that ability starts with more exposure in high school to the many opportunities for employment behind the camera, and providing the technical training required to find meaningful work in the motion picture industry. While my office and the Department of Culture, Recreation, and Tourism welcome all who want to travel to our state, we would strongly prefer that these great-paying jobs be filled by trained Louisiana professionals who choose to live and work here.

If I can be of assistance to you in any way, please don't hesitate to call.

Sincerely,



Billy Nungesser
Lieutenant Governor

WHN/hh

8 April 2024

To Whom It May Concern;

This past fall, I received both my BFA in Film and Television, as well as my BA in Technical Theatre from Louisiana State University; all while producing my first feature film. Over the next coming months, I will be working with our production team to sell the feature, in addition to line producing another feature in New Orleans. Previously, I have worked on the camera crews for ESPN, ESPN+, and SEC Nation while continuing to support local productions and independent films.

Having grown up in Orange County, California I was able to see the positive impacts of filmmaking at a young age. After working in haunted houses, theaters, and on student projects, I centered my focus to have a career in the entertainment industry. Before my senior year of high school, I attended a summer program at Cinema Makeup School, and became completely mesmerized by the film industry. Shortly thereafter, I began consuming as much media as I could in relation to filmmaking. My love for the industry grew, the more access I had to it.

Though my focused changed from special effects makeup to production, the development of these skills fast tracked me into the film industry when I started college. From the beginning of university, I immersed myself in the classes and abundant community of film. Within my first year in the film program, I worked on projects ranging from independent features to commercial work to sports to student projects. From the network I created and the opportunities from film school, I had the privilege to work on a feature film in New York City a few summers ago.

I chose to move to Baton Rouge from what many consider the to be heart of the film industry and it was the best decision that I have ever made. Due to the support and accessibility of the industry here, I have no intention of moving back. The ability to receive an education focused on film would be an incredible opportunity for students in Louisiana. The development of young industry professionals will lead to an even stronger film community. Thank you for supporting the Louisiana Academy of Production. I cannot wait to see the work these students create.

Best Regards,

A handwritten signature in black ink, appearing to read 'Jenika Kolacz', with a long horizontal flourish extending to the right.

Jenika Kolacz
Producer
(714) 402 - 9611
jenikakolacz@gmail.com



Motion Picture Studio Mechanics of Louisiana • Southern Mississippi • Mobile, Alabama

511 N. Hennessey St. • New Orleans, LA 70119
Office: 504-486-2192 • Fax: 504-483-9961

April 2, 2024

To: Patrick Mulhearn
Mulhearn and Associates
O'Connor Building, Suite 805
10000 Celtic Dr
Baton Rouge, LA 70809

Re: Louisiana Academy of Production

Dear Patrick

Today I write to express IATSE Local 478's support for Louisiana Academy of Production (LAAP). The future of film production in Louisiana, with a thriving work force, is dependent upon the training of future film makers. IATSE 478 is the region's leading labor union for film production workers and one of our goals is to introduce job opportunities and training to Louisianians. IATSE members work in all forms of live theater, motion picture and television production, trade shows and exhibitions, television broadcasting, and concerts as well as the equipment and construction shops that support all these areas of the entertainment industry. We represent virtually all the behind-the-scenes workers in crafts ranging from motion picture animator to theater usher.

There is a unique opportunity for a school like LAAP, following in the footsteps of the Roybal Magnet School in California, to meet students at a crossroads in their education journey. Fostering their creative growth in a school environment that meets their passions and love for learning and coupling that with direct contact to the equipment, techniques and professionals with whom they will work side by side on set in their future career is unparalleled. Allowing students to train in their desired career earlier in their schooling can lead to higher proficiency and post-graduation success.

We look forward to partnering with LAAP in direct contact between working professionals and the students, providing hands-on experiences and curriculum development that will ensure a unique and sustainable relationship for years to come. IATSE Local 478 is in support of this school and its future graduates.

Sincerely,

Brook Yeaton
President
IATSE Local 478
Studio Mechanics- Louisiana, Southern Mississippi, Mobile, AL



SOUTHERN UNIVERSITY LAW CENTER

2 ROOSEVELT STEPTOE DRIVE Louisiana Academy of Production
POST OFFICE BOX 9294
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE CHANCELLOR
(225) 771-2552
FAX (225) 771-2474

April 3, 2024

Louisiana State Board of Elementary and Secondary Education (BESE)
1201 N 3rd Street^[17]
Baton Rouge, LA 70802

RE: Louisiana Academy of Production (LAAP) Letter of Support

Dear Members of the Board:

As Chancellor of the Southern University Law Center and incoming Chancellor of Southern University and A&M College in Baton Rouge, I would like to express my full support for the charter application of the Louisiana Academy of Production (LAAP).

LAAP's mission is to build a more inclusive pipeline of college and career-ready students in Louisiana who are interested in working in the film, television, and digital media industries is in perfect alignment with the mission, vision, and values at Southern University.

Like LAAP, we believe our best minds should not have to leave Louisiana to pursue their dreams. LAAP's unique approach to exposing students who come from historically underserved backgrounds to opportunities for working behind the camera in the craft, technical, post-production, and business sides of the entertainment industry - and then putting them on the pathways to excel those fields of study - will be nothing but positives for an HBCU's like SU. For an industry with estimates that say less than 5% of people working behind the camera are people of color, HBCU's like Southern and schools like LAAP are nothing but good news for the industry.

Many of our students at Southern are currently balancing work and school to pay for tuition and living expenses. Between the technical training for certifications students can receive through LAAP, the opportunities for dual enrollment Southern hopes to establish with LAAP, and the great paying jobs with union benefits that are associated with the industry the solution for alleviating the cost of post-secondary tuition, the burden of student debt, and ultimately, the generational poverty we see in our state.

From our strong participation in the HBCU in L.A. Entertainment Industry College Outreach Program to our new innovative eSports Lab and Broadcast Center, Southern University is already committed to preparing our students the jobs they want in entertainment. Like Southern, LAAP is committed to removing the barriers to entry in the industry through its commitment to diversity, rigorous education, and opportunity for the in-demand jobs of today and tomorrow. We look forward to working in close partnership with LAAP to forever change the face of the industry and Louisiana's workforce and economy for the better.

Sincerely,

John Pierre, Esq.
Chancellor & Vanue B. Lacour Endowed Law Professor

April 9, 2024

Louisiana State Board of Elementary and Secondary Education
1201 North Third Street
Baton Rouge, LA 70802

Re: Louisiana Academy of Production

To Whom It May Concern:

I am delighted to know about the Louisiana Academy of Production. It is so welcoming to see that there is attention being paid to the creative educational needs and talents in Louisiana's diverse and often-underserved communities. What the Academy can provide is tremendous opportunities for those graduates to walk immediately into a well-paying job in a vibrant and growing cultural economy here in Louisiana.

Knowing that college enrollment has decreased by almost ten percent since 2010 in the United States, we need to encourage and build more pathways for success for students who a) cannot afford higher education, b) who may be overlooked for lack of opportunity, and c) who have artistic passions and talents but no outlet after high school graduation. Educating a pool of talented, knowledgeable, passionate students who could either jump into our motion picture and television industry workforce or advance to a secondary education is an undeniable and impactful resource for Louisiana's future. We have high school programs that teach agriculture, industrial technology, and medical science fundamentals, so it only makes sense to have programs that teach the skillsets for the multimillion-dollar entertainment industry here in our backyard. Hands-on learning is the best education one can have for immediate entry into the job market.

As a Louisiana resident, mother, and Oscar-winning producer, I want our children and grandchildren to be able to pursue their dreams without leaving this state. As someone who has been a part of Louisiana's motion picture industry for almost three decades and has helped to produce more than a dozen motion pictures here, including Academy Award-winning films *Green Book*, *12 Years a Slave*, and *The Fantastic Flying Books of Mr Morris Lessmore*, I recognize the need for a highly trained workforce. It is critical and advantageous to build a sustainable, creative, well-paid generation that can compete on a global stage while giving them the ability to remain with their families and communities in the state that they love and call home.

I applaud the work of and wholeheartedly support the vision of the Louisiana Academy of Production. I look forward to its many successes and those of its future graduates.

Respectfully,



Alissa M. Kantrow
Alt Z Productions LLC
Metairie, LA
Member: Producers Guild/Directors Guild/Television Academy

To whom it may concern,

My name is Brendan Pyron, and I am a local filmmaker and the Co-Founder of Unoriginal Films, a Baton Rouge-based production company. I studied film and television at Louisiana State University, worked on many professional film sets, and even co-directed a feature film of my own right here in the Red Stick in 2023.

Our state is a prime location for large-budget productions, with amazing incentives, locations, studios, and more. However, we lack the crew to staff some of these productions/projects. This academy would be instrumental in filling that need, creating a young, driven, and knowledgeable crew base to support our ever-growing industry here in Louisiana. It grants eager students the skills they need not only to better themselves but also to strengthen our industry as a whole here in Louisiana. I cannot stress enough how impactful this type of academy would have been to me before my career.

Thank you for supporting the future of the film and TV industry in Baton Rouge by backing the Louisiana Academy of Production.

Brendan Pyron

Co-Founder Unoriginal Films
brendanpyronfilms@gmail.com

As a Baton Rouge native, art has been my driving force for nearly the entire time I have been alive. The story goes that I was singing before I could talk, and the first thing I did upon news of my brother coming home from the hospital was to dance around the house. Since that illustrious start, I have been honored to receive most of my arts education in Baton Rouge. Taking choir and theater classes at University Lab School morphed into studying acting and lighting design at Louisiana State University. These pieces of education are what encouraged me to dive so fully into the entertainment industry. After learning and growing in Baton Rouge for nearly my entire life, I worked at the longest running regional theatre in the country, and ultimately, found myself in the film industry producing for BBC, Amazon, ITV, and more. After spending four years working outside of Louisiana, I returned with added experience and knowledge of massive film sets and high tier work from other regions. Now, I produce feature length independent content with my creative partners right here in Baton Rouge, Louisiana.

When I first heard of the Louisiana Academy of Production, I knew immediately that this could change the landscape of Louisiana as we know it. For me personally, the only thing I wish I could change about my career is that I wish I had started sooner. Louisiana does not have the focused infrastructure to develop a film career early on. The major opportunities for film knowledge only begin at the collegiate level. For an industry that is so lucrative and fulfilling, both for the individual and for the community, this seems like a misstep. LAAP has the opportunity to give our students the skill set and the knowledge early enough in their careers to put them at a massive advantage in a career that is well known to generate both high dollar value and enjoyment.

Furnishing this great state with yet another great industry is only a win-win. The best way to start is with the education of the next generation. I appreciate your support for the Louisiana film industry by supporting the Louisiana Academy of Production.

All the best,

Joe Carleton
Producer | Unoriginal Films
RealJoeCarleton@gmail.com
225-329-6921

First, I am so excited to hear about a high school focused on getting youth interested in the film industry. As an LSU Film and Television graduate and someone who had a passion for film at a young age, I would have been excited to have the opportunity to learn about the film industry while I was in high school. I recently produced my first feature film and an independent short film. I am currently working as Film USA's Student Program Coordinator for the Cannes Film Festival. I have also worked as a stage manager at Celtic Studios, which allowed me to learn more about studio operations and enhance my communication skills. My goal is to produce another feature film in the next two years and eventually run my own production company.

Since I knew from a very young age that I was interested in film, the Louisiana Academy of Production would have provided me with a great opportunity to explore exactly what I wanted to do in the film industry. Incorporating creating films into learning subjects like math, history, and science is an interesting and innovative concept that allows the film industry to be viewed differently. In high school, I did not understand how the different aspects of film could relate to school and help students learn by presenting subjects using the many skills needed to make a film. For example, in periodic pieces, you must research and gather information about the time and period, including clothing worn, food eaten, and how the characters would speak, which relates to history. Also, a lot of experimenting takes place for special effects make-up to see which make-up will work best, which ties to science. The school also can teach young students how to adapt and pivot, which is a crucial part of creating a film. Overall, the school will not only teach students the ins and outs of the film industry, but it will also teach them about subjects such as history and science as well as develop their problem-solving skills.

This is a wonderful opportunity for students to break into the film industry. Thank you for seeing that young people need and have a desire to get into the film industry. Your efforts to pave the way for students to get the information necessary to be successful, not only in the film industry but in any career they choose, are greatly appreciated. This is a great opportunity for film and television in Baton Rouge to grow. I wish the best to the Louisiana Academy of Production.

Best,

Mya Wiseman

Film USA Student Program Coordinator

mya.wiseman2332@gmail.com | (210) 838-7889



April 5, 2024

Daniel Lewis, CEO
18177 Billy Blvd
Prairieville, LA 70769
daniel@evergreefilms.tv
225.921.6222

Patrick Mulhearn
Louisiana Academy of Production
10000 Celtic Drive
Baton Rouge, LA 70809

Subject: Letter of Support for Louisiana Academy of Production

Dear Mr. Mulhearn,

I am writing to express my wholehearted support for the Louisiana Academy of Production (LAAP). As a proud Louisianian and a seasoned producer in the film and television industry, I have had the privilege of witnessing firsthand the transformative power of the arts and entertainment sector in our state. It is with great enthusiasm that I endorse the mission and vision of LAAP, and I believe it holds immense promise for the future of our community.

Having produced over 50 movies since 2007 and serving as the CEO of Evergreen Films, I am acutely aware of the critical need for a school like LAAP. Our state boasts a rich cultural heritage and a vibrant film industry, yet there exists a gap in opportunities for aspiring young talents to receive comprehensive education and training in the field. LAAP, in my opinion, would bridge this gap by providing a groundbreaking, high-concept charter high school that caters to students interested in the film, television, and digital media industries.

After evaluating your mission statement and vision, I firmly believe that LAAP's curriculum, which encompasses hands-on, grade level-appropriate learning, will not only provide students with a solid academic foundation but also expose them to invaluable behind-the-camera jobs and careers in the entertainment industry. The four fields of study pathways offered seem to have been carefully designed to cater to the diverse interests and talents of your prospective students. I believe that this holistic approach will ensure that LAAP graduates are well-prepared to make informed choices

regarding their future, whether they decide to pursue higher education or embark on a fruitful career in production.

As someone deeply invested in the growth of our state's film industry, I am thrilled by the prospect of LAAP's graduates contributing to a larger crew base in Louisiana. By nurturing and honing their skills, LAAP will undoubtedly cultivate a pool of talented individuals who can cater to the demands of an ever-expanding industry. This, in turn, will attract more productions to our state, bolstering the local and state economy and creating a ripple effect of economic growth and prosperity for our community.

In conclusion, I wholeheartedly endorse the Louisiana Academy of Production and its mission to provide comprehensive education and training to aspiring young talents in the film, television, and digital media industries. The impact of LAAP extends far beyond the classroom, as it has the potential to shape the future of our state's entertainment sector and create a more inclusive and vibrant industry. I am confident that LAAP will be instrumental in empowering students to pursue their passions and contribute meaningfully to our community.

Thank you for your dedication and commitment to fostering a nurturing environment for the next generation of filmmakers and media professionals. I am honored to support the Louisiana Academy of Production and look forward to witnessing the positive impact it will undoubtedly have on the lives of its students and the broader community.

Lastly, as a father of a 2029 graduate who intends to pursue a career in the film and television industry, I hope to be a parent of a student from your first ever graduating class. 😊

With warmest regards,

A handwritten signature in black ink, appearing to read 'D. Lewis', with a stylized flourish at the end.

Daniel Lewis, CEO
Evergreen Films

LETTER OF SUPPORT FOR LAAP

To whom it may concern,

My name is Nathan Hall and I am writing this letter to express my full support for the Louisiana Academy of Production here in Baton Rouge, Louisiana.

I am the current Executive Associate of the Baton Rouge Film Commission, a co-founder of the Louisiana-based production company Unoriginal Films, and the co-director of its first feature film, *Beware the Box Folk*. During my time as a student, I also served as president of the film committee at Louisiana State University, where I spent my time advising the student body, developing programs that have since been incorporated into educational courses, and running the school's film festival.

Despite my academic success in college, I would argue that my most formative years as a filmmaker came from my time in high school. At fourteen years old, I knew what I wanted to do with my life. But, there was no path laid out for me. No film-focused programs at school. No movies shooting in my area. No local filmmakers with an open door policy. Instead, I taught myself everything I could with my family's camcorder and any free online film tutorials that I could find.

As glad as I am to be a self-taught filmmaker, I can only imagine what opportunities my high school self would have pursued if he had access to a school built for his career. To have an education that actually prepared him for his field. To have peers with whom he could collaborate and build a community. To have access to resources and connections far beyond what his education provided. To have felt like he could have a career without having to move so very far away from his home state.

If you want to build a thriving film community, film workforce, and film industry within your area, you have to start with the next generation. There are so many eager filmmakers ready to take advantage of the opportunities available to them. But first there has to be opportunities. And that's exactly what a school like this will provide.

Thank you for your support of the Louisiana Academy of Production. Through it, you are investing in the longevity of the film and television industry here in Baton Rouge and throughout the state of Louisiana.

Sincerely,

Nathan S. Hall

Uzoamaka Njoku
The Social Boot Network
New Orleans, LA 70112
6 April 2024

Allow me to extend my introduction, I am Uzo Njoku, currently serving as the Executive Director of The Social Boot Network, a dynamic platform facilitating collaboration and knowledge exchange among artists and researchers. My journey into the realm of film and storytelling has been unconventional, rooted in a background of public health advocacy and community engagement. While pursuing my undergraduate studies in Pre-Med, I became acutely aware of the health disparities prevalent in communities across Louisiana. This awareness fueled my passion for storytelling as a means of operationalizing health equity in a creative sense, such as documentary filmmaking. Subsequently, I enrolled in a film course at LSU, which further reaffirmed my interest in the intersection of storytelling, artistry, and public health. Today, I am pursuing my academic endeavors at Tulane University School of Public Health and Tropical Medicine, driven by a commitment to leveraging narrative and visual communication for positive change within communities.

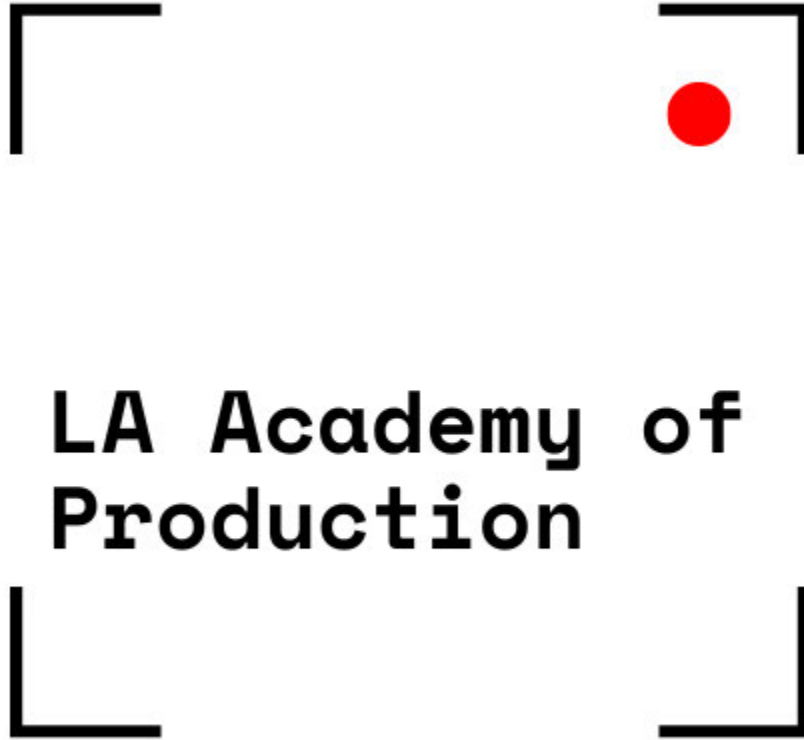
I am writing to express my enthusiastic support for the Louisiana Academy of Production (LAAP) and its mission to provide high-quality film tech training to students in Louisiana. As a Louisiana native and young professional deeply entrenched in the film industry, I am keenly aware of the transformative potential such a program holds for young aspiring filmmakers and high school students across our state. Reflecting on my own journey, I can't help but wish I had the opportunity to partake in an intentional program during my high school years. My journey underscores the importance of hands-on experience and mentorship in the development of storytelling skills. LAAP's innovative approach, offering students a comprehensive education in film production within a high school setting, resonates deeply with me. By providing students with immersive, practical experiences in filmmaking, LAAP will not only equip them with the necessary technical skills but also nurture their passion for creative expression. This forward-thinking initiative has the power to cultivate a new generation of diverse and talented filmmakers, contributing to the growth and vibrancy of Louisiana's film industry.

Your steadfast support not only propels the evolution of Baton Rouge's film and television industry but also nurtures the burgeoning vision of the Louisiana Academy of Production. With LAAP's establishment, aspiring filmmakers will have the opportunity to hone their craft and make meaningful contributions to our cultural landscape. I am confident that LAAP will not only empower students to pursue successful careers in the industry but also inspire a renewed sense of creativity and innovation within our community.



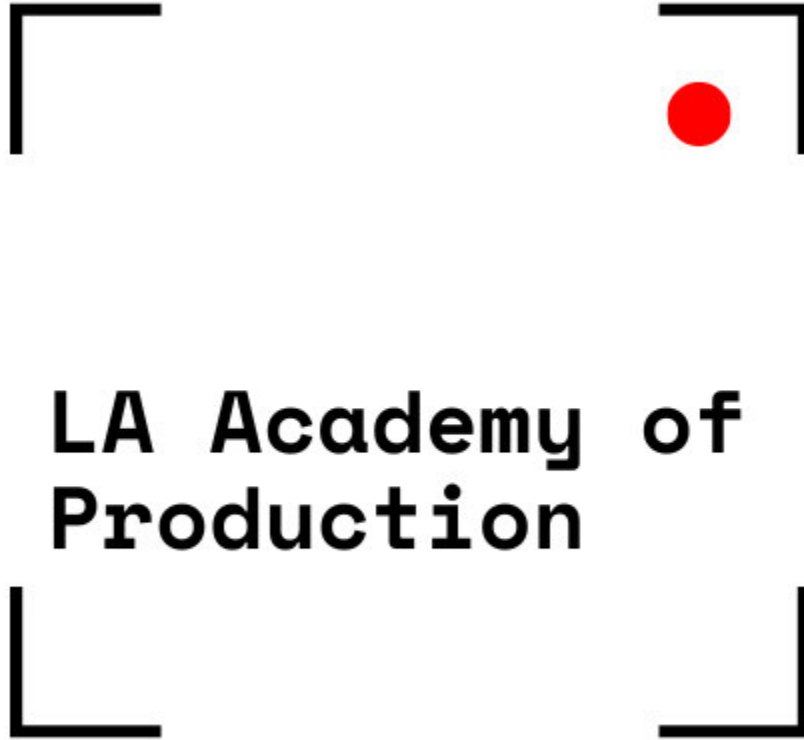
Director of The Social Boot Network
Artist | MPH Candidate | Tulane University School of Public Health and Tropical
Medicine
unjoku@tulane.edu

Appendix 2: Student Schedule



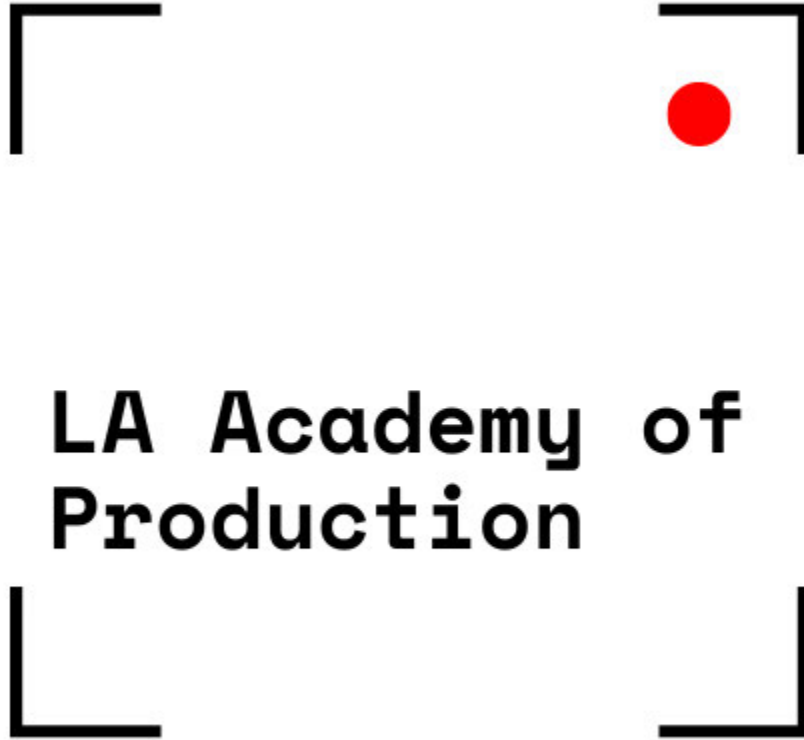
Appendix: 2		Sample Weekly Student Schedule: 9th Grade											
Instructional Hours/Minutes		Monday		Tuesday		Wednesday		Thursday		Friday			
		7:45		Arrival									
		7:45-8:00		Transition									
8:00-11:40= 220 minutes	8:00-9:30 (90 min)	Core Courses (ELA)		Non-Core Courses (Computer Coding as Foreign Language)		Core Courses (Science)		Core Courses (History/SS)		Core Courses (ELA)			
								Core Courses (CTE Pathways)					
	9:30-11:00 (90 Min)	Core Courses (Math)		Non-Core Courses (Health/PE)		Core Courses (History/SS)		Core Courses (Science)		Core Courses (Math)			
		11:00-11:40 (40 MIN)		Advisement									
		11:40-12:20		LUNCH/EXERCISE									
		12:20-12:30		Transition									
12:30-4:00= 210 minutes	12:30-2:15 (105 Min)	Core Courses (History/SS)		Language Lab		Non-Core Courses (Art)		Core Courses (Math)		Non-Core Courses (Financial Literacy)			
		Core Courses (CTE Pathways)											
		2:15-4:00 (105 Min)		Core Courses (Science)		Math Lab		Project Work Time/Field Trips		Core Courses (ELA)			
Daily Instruction Minutes= 430, Weekly Instruction Minutes= 2150			Time spent in core courses: 1245 minutes										
			Time spent in non-core courses: 495 minutes										
			Time in student support structures (remediation, enrichment, intervention, advisement, etc.): 410 minutes										

Appendix 3: EL Student Schedule



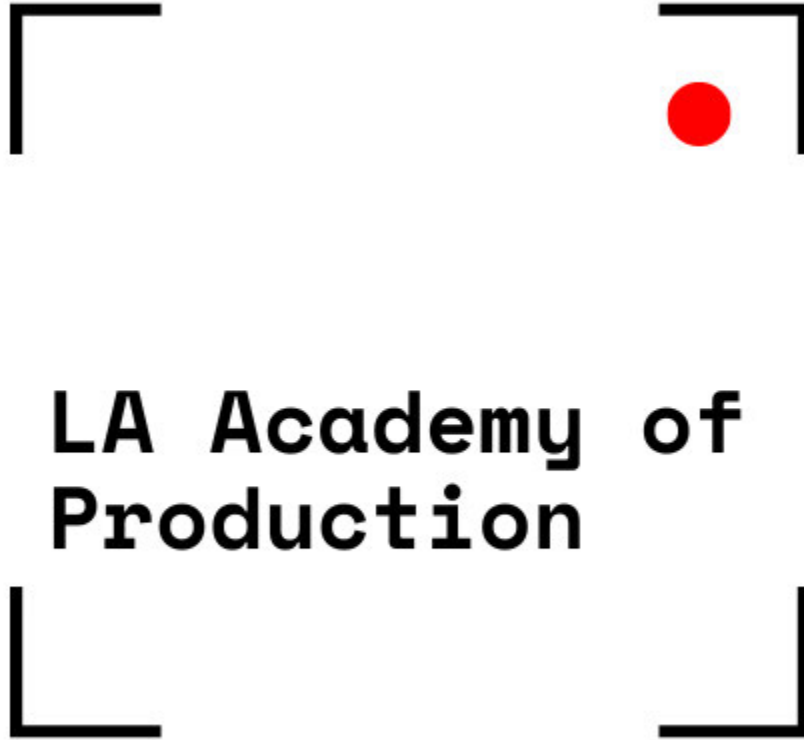
Appendix: 3													
Grade 9		LAAP HIGH SCHOOL 9th grade EL Sample Student Weekly Schedule (Proficiency Level: Progressing) (additional assumption: student has been receiving EL support prior to attending LAAP)											
Instructional Hours/Minutes		Monday			Tuesday			Wednesday		Thursday		Friday	
		Arrival											
		Transition											
8:00-11:40= 220 minutes	7:45												
	7:45-8:00	Transition											
	8:00-9:30 (90 min)	Core Courses (ELA)		Non-Core Courses (Computer Coding as Foreign Language)		Core Courses (Science)	Core Courses (History/SS)	Core Courses (CTE Pathways)	Core Courses (ELA)	EL Push-In Inclusive (ELA) 90 min (EL/Language teacher)			
	9:30-11:00 (90 Min)	Core Courses (Math)		Non-Core Courses (Health/PE)		Core Courses (History/SS)	Core Courses (Science)	Core Courses (CTE Pathways)	Core Courses (Math)	EL Push-In Inclusive (Math) 90 min (EL/Language teacher)			
		Advisement											
		LUNCH/EXERCISE											
		Transition											
12:30-4:00= 210 minutes	11:00-11:40 (40 MIN)	Advisement											
	11:40-12:20	LUNCH/EXERCISE											
	12:20-12:30	Transition											
	12:30-2:15 (105 Min)	Core Courses (History/SS)	EL Push-In Inclusive (SS, Science, & CTE) 210 min (EL/Language teacher)	Language Lab	EL Push-In Inclusive (Language Lab) 105 min (EL/Language teacher)	Non-Core Courses (Art)	Core Courses (Math)	Non-Core Courses (Financial Literacy)					
	2:15-4:00 (105 Min)	Core Courses (CTE Pathways)		Math Lab		Project Work Time/Field Trips	Core Courses (ELA)	Core Courses (CTE Pathways)					
		EL Support Time: 535 minutes											
Daily Instruction Minutes= 430, Weekly Instruction Minutes= 2150													

Appendix 4: Exceptional Student Schedule



LAAP HIGH SCHOOL 9th grade IEP Student Weekly Schedule (Student is developmentally delayed and receiving 640 minutes with a Special Education provider in support of IEP goals. Services are provided in the classroom setting.)											
Instructional Hours/Minutes		Monday	Tuesday	Wednesday	Thursday	Friday					
	7:45	Arrival									
	7:45-8:00	Transition									
8:00-11:40= 220 minutes	8:00-9:30 (90 min)	Core Courses (ELA)	IEP Push-In Inclusive (ELA) 90 min (SPED teacher)	Non-Core Courses (Computer Coding as Foreign Language)	Core Courses (Science)	Core Courses (History/SS) Core Courses (CTE Pathways)	Core Courses (ELA)				
	9:30-11:00 (90 Min)	Core Courses (Math)	IEP Push-In Inclusive (Math) 90 min (SPED teacher)	Non-Core Courses (Health/PE)	Core Courses (History/SS) Core Courses (CTE Pathways)	Core Courses (Science)	Core Courses (Math)				
	11:00-11:40 (40 MIN)	Advisement									
	11:40-12:20	LUNCH/EXERCISE									
	12:20-12:30	Transition									
12:30-4:00= 210 minutes	12:30-2:15 (105 Min)	Core Courses (History/SS) Core Courses (CTE Pathways)	Language Lab	IEP Push-In Inclusive (Language Lab) 105 min (SPED teacher)	Non-Core Courses (Art)	Core Courses (Math)	IEP Push-In Inclusive (SS, Science, & CTE) 210 min (SPED teacher)	Non-Core Courses (Financial Literacy)			
	2:15-4:00 (105 Min)	Core Courses (Science)	Math Lab	IEP Push-In Inclusive (Math Lab) 105 min (SPED teacher)	Project Work Time/Field Trips	Core Courses (ELA)	Core Courses (CTE Pathways)				
	SPED Support Time: 640 minutes										
Daily Instruction Minutes= 430, Weekly Instruction Minutes= 2150											

Appendix 5: Draft Master Plan



Appendix 5: Draft Master Plan Louisiana Academy of Production Master Plan for Discipline

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, the Louisiana Academy of Production will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Louisiana Academy of Production will establish and use a school-based leadership committee (SBLC) to meet on a regularly scheduled basis to review data and guide the positive behavior process. The SBLC will be composed of the Principal, Social Worker, teacher, and Special Education Coordinator. The composition of the SBLC may change depending on the student of concern's teacher and advisor's input. Other representatives could include the contracted special education teacher, parents/guardians, or the school bus operator as appropriate.

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Louisiana Academy of Production to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Louisiana Academy of Production to ensure that suspension/expulsion policies are in alignment with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Louisiana Academy of Production to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

Appendix 5: Draft Master Plan Louisiana Academy of Production Master Plan for Discipline

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Louisiana Academy of Production has the following clearly defined behavioral expectations:

- Respect each other's rights, individuality, and differences
- Respect for others' time and work
- Respect others' property and are responsible for their own property
- Ask for help when you need it
- Arrive prepared, on time, and ready to learn each day

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each advisor with the contracted Social Worker at Louisiana Academy of Production School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Louisiana Academy of Production shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Louisiana Academy of Production shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

Louisiana Academy of Production has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Louisiana Academy of Production has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Parental and Community Involvement

Louisiana Academy of Production Draft Master Plan for Discipline

Appendix 5: Draft Master Plan Louisiana Academy of Production Master Plan for Discipline

Louisiana Academy of Production is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies. Louisiana Academy of Production shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. LAAP will work with Adonica Pelichet Duggan, CEO of Baton Rouge Alliance of Students who has worked closely with the LAAP's school leadership/planning team to identify family and student resources. In addition, LAAP's contracted Social Worker will work with the Baton Rouge Alliance for Students to coordinate this partnership and other partnerships needed by students and families like Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives.

Louisiana Academy of Production shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers. The school's full staff will participate in this training and the Social Worker may lead the training as appropriate.

Louisiana Academy of Production shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Louisiana Academy of Production.

Inter-Agency Cooperation

Louisiana Academy of Production shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

Student Records

Louisiana Academy of Production shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

**Appendix 5: Draft Master Plan
Louisiana Academy of Production Master Plan for Discipline**

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Louisiana Academy of Production who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

It is the duty of all staff at Louisiana Academy of Production to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Louisiana Academy of Production shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

Statements of compliance

Each advisory shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by Louisiana Academy of Production Board of Directors and included in the Student and Family Handbook (Handbook). Students will complete and sign a form indicating that they have read, understand, and will follow the statements of compliance, and all policies outlined in the Handbook.

Each parent/guardian of each student in grades 9-12 shall sign a statement of compliance found in the Handbook committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required coursework and homework assignments; and attend all required parent and teacher or parent and principal conferences.

Signatures:

Leadership Team Member

Leadership Team Member

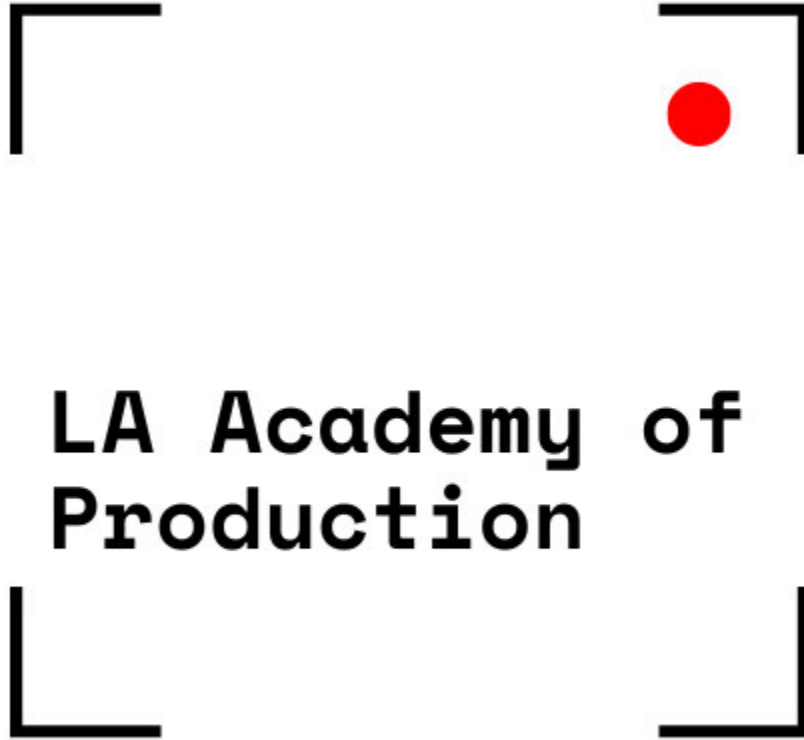
Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Appendix 6: Draft Grievance Policy



Appendix 6: Draft Grievance Policy

The Louisiana Academy of Production (LAAP) is committed to ensuring that if a parent, guardian, student or employee has a grievance related to the school that their grievance will be heard and addressed quickly. In this context, grievance means “complaint by any parent/guardian, student, or employee alleging a violation or inequitable treatment by reason of any act or condition, which is contrary to established LAAP policies, or a conflict among any community members.”

Specific processes LAAP has put in place for voicing and responding to grievances are outlined below as well as in the LAAP Family Handbook all families receive at the start of the school year.

Stage 1: The hope and expectation is that the majority of concerns can be resolved in Stage 1, which entails the parent/ guardian/ student/ employee approaching the staff member (ex. teacher, administrator, industry instructor, etc.) involved in the situation and stating their concern. The objective of Stage 1 is for the parent/ guardian/ student/ employee to problem solve together with the staff member involved to address and resolve the issue.

Stage 2: If the issue cannot be resolved directly through discussions with the staff member approached in Stage 1, the next course of action is for the parent/ guardian/ student/ employee to submit the grievance in writing to the Principal who will provide a response in five business days, which may be a letter reply or a meeting. In the case of a grievance related to finance, the meeting will be with the LAAP Executive Director who oversees the financial operations of the school. Otherwise, it will be with the Principal and school team member involved in the grievance situation.

Stage 3: If the matter cannot be resolved satisfactorily in Stage 3, then the matter will be elevated to the Executive Director, who oversees the Principal. (Please note if the matter is finance-related and was addressed to the Executive Director in Stage 2 for that reason, then this Stage 3 gets skipped and the Stage 4 process is followed.)

Stage 4: Issues only are escalated to Stage 4 if they cannot be resolved in Stage 1, 2 or 3. Stage 4 is when the Grievance is brought forward to the Board of Directors, who has ultimate oversight of the school. Stage 4 requires the parent/ guardian/ student/ employee to submit the grievance in writing to the Board President who will then schedule a meeting with the parent/ guardian/ student/ employee to take place within 10 days. The matter will be discussed in Executive Session during the next Board meeting and respond via a letter. All responses are final.

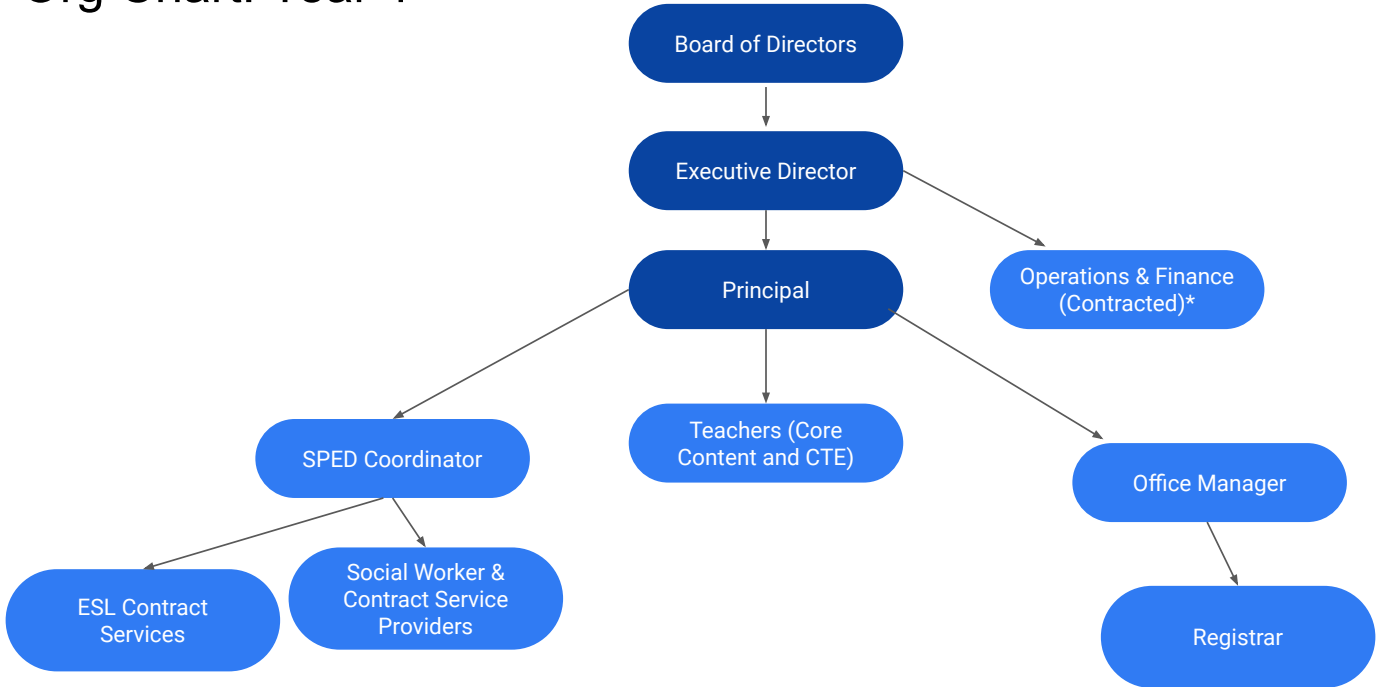
Please note that this LAAP grievance policy is not intended to supplant or supersede any laws pertaining to parental rights under the federal Individuals with Disabilities Education Improvement Act of 2004 or the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

Appendix 7: Organizational Charts

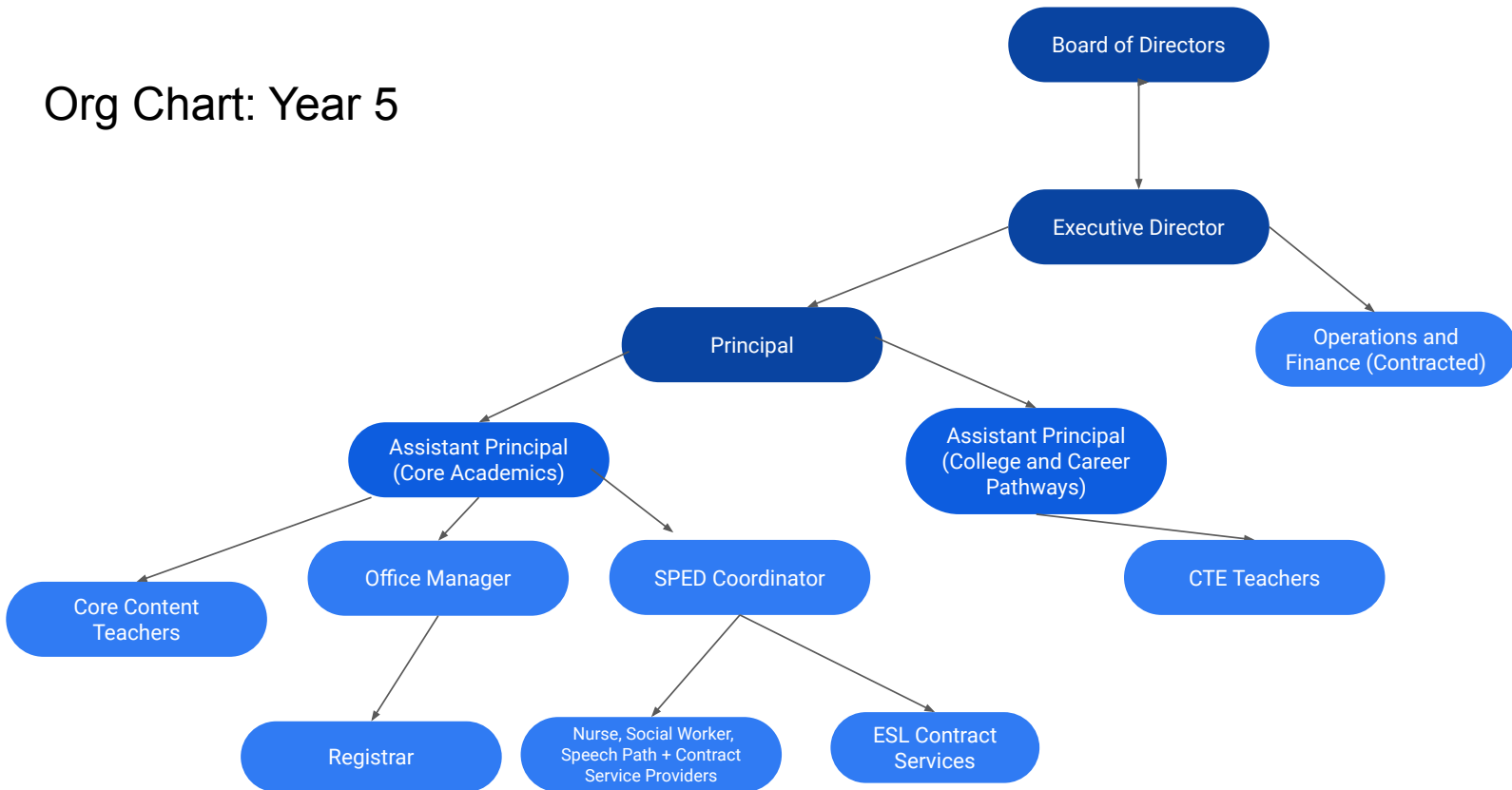


Appendix 7: Organizational Charts

Org Chart: Year 1



Org Chart: Year 5



Appendix 8: School Leadership Team

Currently, LAAP has hired one member of the school leadership team and that is the Executive Director. See his resume and job description in this Appendix below.

As the school will open in two years, LAAP intends to hire the other three leadership team members in the upcoming year(s). This will be the Principal, Assistant Principal for Core Academics and the Assistant Principal for College and Career Pathways. The Principal will be hired in summer 2024 and the Assistant Principals will be hired in upcoming years. Job descriptions for the leadership team and other key staff members, are provided below in this Appendix.

Name	Proposed Role	Expertise	Rationale
Patrick Mulhearn	Executive Director	<ul style="list-style-type: none"> -Over 20+ years in local Senior Leadership roles in the TV and Film production industry. -Over 20+ years of community engagement and volunteering across Baton Rouge and Louisiana. - Award-winning industry and community leader -Proven record of achievement in economic development, problem solving, deal making, communications, and improving the lives of Louisiana citizens while representing and promoting the BR community as a global competitor -Dedicated activist and agent for successful change through job creation and the cultivation of new career opportunities for LA 	<p>Areas of expertise demonstrate he is uniquely qualified for the role of Executive Director:</p> <ol style="list-style-type: none"> 1. To start, lead, and grow TV and film organizations in both the public and private sectors using financial, strategic planning, and communication skills. 2. To fundraise and secure industry and community partnerships with local and national funders and partner organizations. 3. To engage and communicate with a wide variety of diverse individuals ranging from the local community, government, and TV and film industries.

J. Patrick Mulhearn

EXECUTIVE SUMMARY

Award-winning industry and community leader with a proven record of achievement in economic development, problem solving, deal making, communications, and improving the lives of Louisiana citizens while representing and promoting the Baton Rouge community as a global competitor. A dedicated activist and agent for successful change through job creation and the cultivation of new career opportunities for Louisiana residents.

Areas of Expertise

• Strategic Partnerships • Press Coverage • Workforce Development • Financial Incentives • Marketing & Social Media • Business Operations • Governmental Affairs • Public Speaking • Policy & Administration

Professional Experience

Owner - Mulhearn & Associates, LLC

July 2017 – present

Operates a Louisiana-based consulting firm that specializes in the development of content creation and entertainment industry growth. Provides services as the Incubating Executive Director for the design and launch of the Louisiana Academy of Production, a film/TV industry high school that maximizes post-secondary opportunities by training students for skilled, high-demand production jobs.

Sr. Director, Strategic Initiatives - La. Economic Development

Nov. 2017 – April 2023

Reported to the Secretary of Economic Development. Created and implemented strategies for permanent job creation in Louisiana's entertainment industry. Worked with regional and local economic development organizations, existing businesses, and higher educational institutions to attract new investment, creative talent, and job opportunities. Marketed and traveled to promote Louisiana's industry assets and legislated business incentives, especially those created by changes to the Louisiana Motion Picture Investor Tax Credit Act in 2017. Researched and reported on industry trends. Made recommendations for attracting investment to content creators based on state and federal tax policy changes.

Executive Director - Celtic Studios

September 2009 – July 2017

Headed business operations for the largest design-built motion picture studio facility in the Gulf South. Served as a key recruiter and marketer for the film and television industry in the Baton Rouge area, attracting more than \$1.1 billion in total production and investment to the city. Negotiated deals and aided in the production of film and television projects with clients that included 20th Century Fox, NBC Universal, Columbia Pictures, Sony Pictures Television, MGM, MTV, Warner Bros., and the AMC Network. Assisted production executives with lowering production costs. Worked closely with local, state, and federal officials to facilitate the entertainment business and the growth of the industry through the development of policy and legislation. Promoted the city and state to attract business and workers. Developed and implemented strategies for local workforce development, talent recruitment,

and long-term growth. Routinely communicated about the industry and Baton Rouge with the public, the press, and decision makers through public speaking engagements, interviews with local, national, and international journalists as well as social media. Oversaw an annual budget of more than \$4 million and managed a staff of more than 20 employees needed to meet the demands of thousands of guests during production. Assisted the community when called upon, turning the studio into a massive shelter for more than 4,000 evacuees during the August 2016 floods. Provided testimony at the Metro Council, State Legislature, and U.S. Congress. Hosted multiple events including the Inaugural Ball for Governor John Bel Edwards.

President - Louisiana Film & Entertainment Association **Jan. 2011 – Jan. 2013**

Founded and incorporated a non-profit trade association on behalf of the thousands of men, women, and businesses who depend on the continued growth and success of Louisiana's film and entertainment industries. Recruited and organized major stakeholders, vendors, cast, and crew from throughout the state to monitor and address governmental and educational issues facing the industry in Louisiana. Represented Louisiana's industry in affairs with local, state, and federal officials and in the media as the organization's elected president.

Asst. Director of Film & TV - Louisiana Economic Development **Sept. 2006 – Sept. 2009**

Served as the State of Louisiana's chief recruiter to producers and production executives from outside of the state resulting in thousands of jobs and billions of dollars in economic impact throughout Louisiana. Worked closely with Louisiana Convention and Visitors Bureaus to find film locations. Helped administer the Louisiana Motion Picture Investor Tax Credit, one of the most successful incentive programs in history, which became the model for competing programs in other states and nations. Helped craft language and policies to protect Louisiana taxpayers while keeping LED's program competitive. Aided in the development of permanent industry infrastructure.

Marketing Producer - WBRZ-TV **Sept. 2004 – Sept.2006 ; Aug. 2000 – Aug. 2002**

Served as the primary creative writer, editor, and producer for all of the station's marketing and promotions both on and off the air. Created and developed campaigns promoting news (local issues), sports, and weather coverage. Produced promotions designed to enhance the image of the station and its talent. Created successful revenue generating contests and promotions that are still on the air and generating revenue for the station.

Promotions Writer/Editor/Producer - WWL-TV **New Orleans Sept. 2002 – Sept. 2004**

Wrote, edited, and produced hundreds of on-air promotions for some of the highest-rated newscasts in the nation.

Education

Louisiana State University, Baton Rouge, Louisiana

Master of Arts, Liberal Arts May 2000 Concentration: Mass Communication

Bachelor of Arts

Major: Political Science **Minor:** English **May 1997**

Leadership and Awards

Professional

- 2023: Inaugural member of the Capital Region 500, the Baton Rouge Business Report's guide to the most powerful and influential business and community leaders in the Capital Region
- 2017: Mayor-President Sharon Weston Broome's Transition Team for Homeland Security
- 2016: State of Louisiana, Office of State Police, Superintendent's Award for Excellence
- 2016: La. Association of Business and Industry (LABI) Company of the Year (Under 100 Employees)
- 2016: U.S. Senate Committee on Small Business and Entrepreneurship's Small Business of the Week
- 2015: Sales & Marketing Executives (SME) of Baton Rouge's Excellence in Sales & Marketing Award
- 2015: Inductee into the Louisiana State University (LSU) Alumni Association's Hall of Distinction
- 2014: Appointed to the State of Louisiana's Workforce Investment Council
- 2012: Silicon Bayou 100 (100 most influential and active people in tech and entrepreneurship)
- 2011: LSU E.J. Ourso College of Business "Louisiana Looking Up" Panelist and Speaker
- 2010: *225 Magazine's* "2010's People to Watch"
- 2009: *Greater Baton Rouge Business Report's* "Forty under 40"
- 2006: Advertising Federation of GBR's Gold Addy Award Winner
- 2005: National Academy of Television Arts & Sciences Regional Emmy for "The Spirit of Louisiana"

Community

- 2022: Board of Directors, Arts Council of Greater Baton Rouge
- 2017: Grand Marshal of Consortium 10/31's Downtown Baton Rouge Halloween Parade
- 2016: Emerge Center of Louisiana's Volunteer Activist-in-Action Award
- 2016: Capital Area Animal Welfare Society's Community Partner of the Year
- 2015: LABI's Emerging Leaders Council
- 2015: Spanish Town Mardi Gras Parade Judge
- 2014: Board of Directors, American Red Cross Capital West Louisiana Region
- 2013: *225 Magazine's* "Top 25 Twitter Accounts to Follow"
- 2011: Baton Rouge Irish Film Festival Co-chair

Founding School Principal of Louisiana Academy of Production Job Description

Summary

The Principal of Louisiana Academy of Production (LAAP) will be the instructional leader charged with leading core academic and cultural work for students and staff. This new school will be designed to prepare students for high wage, high growth careers in the Film and TV production industry and ensure they graduate with a diploma that also prepares them for success in college. This position will report to the Executive Director.

LAAP will be a TOPS University diploma-granting high school that prepares students for college and high-demand, behind-the-scenes careers in the film and television production industries. LAAP's focus within the production industry aligns with real-world jobs available to skilled high school graduates. We are explicitly *not* a performance academy. Instead, our Production Career Pathway Program prepares graduates for union industry roles such as costumers, lighting technicians, and camera operators.

To prepare students for college and career, LAAP will offer students early exposure to career pathways, starting in 9th grade; an immersive Tier-1 9-12th grade curriculum that develops both hard and soft skills; professional internships; and certifications that are essential to securing jobs after graduation. The career pathways of post-production, technical, craft, and the business of entertainment, all focus on skilled, high-demand production jobs in areas such as camera/grip, costume and set design, and post-production editing. By providing a comprehensive high school education blended with meaningful career training and hands-on learning, the school maximizes students' post-high school opportunities.

In partnership with the Executive Director, school community, industry and higher education partners, the Principal will refine and implement the core curricula to include project-based learning aligned with the industry, refine and implement the production career pathway curricula, design and carry out student and staff recruitment plans, create a strong school culture, and design systems for serving special student populations.

Responsibilities

- Gain a comprehensive understanding of the school's academic and cultural plans to date and refine all plans such that they are ready for implementation in August of 2025.
- Design a staff recruitment process and execute all hiring processes for the founding academic team.
- Refine and implement the Film and TV CTE scope and sequence.
- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching.
- Supervise, coach, develop, and evaluate all student support staff with particular attention to scheduling to ensure that all students remain on track to satisfy all diploma and graduation requirements.
- Observe lessons regularly and deliver targeted feedback, developing plans for teacher improvement and facilitating data-driven instruction cycles.
- Ensure high-quality career connected learning pathways for students in the film and TV industries.

Requirements

- Experience in designing and implementing complex programming ideally at a Louisiana high



school.

- At least two years of experience in EITHER leading academic programming for a high school or as a school leader for a high school.
- Model strong organizational skills and distributed leadership to promote team empowerment through collaboration with school stakeholders.
- Demonstrated knowledge and/or passion for motion picture and/or digital media production.
- Experience in data-based decision making and strategic planning around instructional implementation to increase student achievement with all populations.
- Effective culture leader with an ability to build strong teams.
- Attentive to detail, well organized, able to work under pressure, and meet frequent and changing deadlines.
- Sound judgment; skilled with group problem-solving and working with complex concepts in a dynamic setting.
- Ability to organize facts and present information and figures in a clear, concise, and logical manner, both orally and in writing.
- Ability to synthesize information from multiple sources and reconcile incongruent data.
- Strong interpersonal skills.
- Ability to receive constructive feedback and engage in a collaborative and rigorous development of school design.
- Prior success in leading adult team building—being a team leader and teaching others how to lead teams.

Qualifications

- Two or more successful years of high school leadership experience;
- Bachelor's degree or higher from an accredited college or university (a graduate degree from an accredited college or university is preferred); and
- Demonstrated results as a middle or high school teacher.



Job Description: Assistant Principal of Core Academics (High School)

Summary:

Assistant Principal for Core Academics is a direct report to the Principal and is responsible for the academic and instructional program of the school. The Assistant Principal of Core Academics supervises the core content teachers. This role will play a critical role in advancing the academic excellence and educational outcomes of our high school students. This position involves overseeing curriculum development, instructional strategies, student assessments, and fostering a culture of continuous improvement in teaching and learning.

Responsibilities:

Curriculum Development and Alignment:

- Collaborate with the Principal and academic leadership to design, review, and align the school's curriculum with state and national standards.
- Lead efforts to integrate innovative teaching methods and educational technologies to enhance the quality and relevance of the curriculum.

Instructional Leadership:

- Provide instructional leadership to teachers by observing classrooms, providing constructive feedback, and facilitating professional development opportunities to enhance instructional effectiveness.
- Encourage and support differentiated instruction to meet the diverse learning needs of students.

Assessment and Data Analysis:

- Oversee the development and implementation of student assessment strategies, including standardized tests, formative and summative assessments, to measure student progress and achievement.
- Analyze assessment data to identify trends, strengths, weaknesses, and areas for improvement in student performance and academic programs.

Professional Development and Training:

- Organize and coordinate professional development programs for teachers to enhance their teaching skills, content knowledge, and familiarity with instructional technologies.
- Encourage a culture of continuous learning and growth among the academic staff.

Academic Program Evaluation:

- Lead efforts to evaluate the effectiveness of academic programs and initiatives, recommending adjustments and improvements based on evaluations and feedback from stakeholders.
- Collaborate with teachers and educational staff to assess the efficacy of teaching methods and materials, implementing enhancements as needed.

Student Support and Academic Advising:

- Work with teachers and counselors to identify students who may need additional academic support or intervention, coordinating appropriate assistance and resources.

- Provide academic advising to students, assisting in course selection, setting academic goals, and addressing academic concerns.

Parent and Community Engagement:

- Communicate with parents and guardians regarding academic progress, student performance, and educational initiatives, fostering strong partnerships between home and school.
- Represent the school at community events, meetings, and engagements to promote a positive image and establish collaborative relationships with community stakeholders.

Qualifications:

- Master's degree in Education, Educational Leadership, or a related field.
- Relevant experience in education, instructional leadership, and curriculum development.
- Knowledge of educational best practices, assessment methods, and educational technologies.
- Strong leadership, interpersonal, and communication skills to effectively collaborate with staff, students, parents, and community members.
- Analytical abilities to interpret data and drive data-informed decision-making.
- Familiarity with state and national educational standards and regulations.

Job Description: Assistant Principal for College and Career Pathways

Summary:

This role will play a pivotal role in guiding and supporting LAAP high school students toward successful post-secondary education and career opportunities. This is a direct report to the principal and is responsible for the Production Career Pathway program and supervises the CTE teachers. This position involves fostering a college and career-ready culture, coordinating various pathways in the film industry and beyond, providing academic and career counseling, and collaborating with stakeholders to enhance educational experiences.

Responsibilities:

College and Career Pathway Development:

- Collaborate with school leadership to design and implement college and career pathways aligned with students' interests and academic goals.
- Evaluate and update existing programs to align with current educational and industry standards.

Student Counseling and Guidance:

- Provide academic and career counseling to students, helping them identify and pursue appropriate post-secondary opportunities based on their interests and abilities.
- Assist students in developing individualized academic plans, setting goals, and understanding the requirements for college admissions or career pathways.

Stakeholder Collaboration:

- Work closely with teachers, counselors, parents, and community partners to ensure students have access to comprehensive support and resources for their college and career aspirations.
- Foster partnerships with local businesses, colleges, and community organizations to create internship opportunities, job shadowing experiences, and mentorship programs.

College Preparation and Admissions Assistance:

- Organize and conduct workshops to guide students and families through the college application and financial aid processes.
- Offer assistance with college essay writing, resume development, and interview preparation to enhance students' chances of successful college admissions.

Data Analysis and Reporting:

- Collect and analyze data related to student performance, participation in pathways, and post-secondary outcomes to make data-driven decisions and improvements.
- Prepare regular reports and presentations to communicate progress, challenges, and recommendations to school leadership and stakeholders.

Student Engagement and Leadership:

- Oversee and facilitate student clubs, organizations, or events related to college and career readiness, leadership development, and community engagement.
- Encourage student involvement in extracurricular activities that align with their career interests and aspirations.

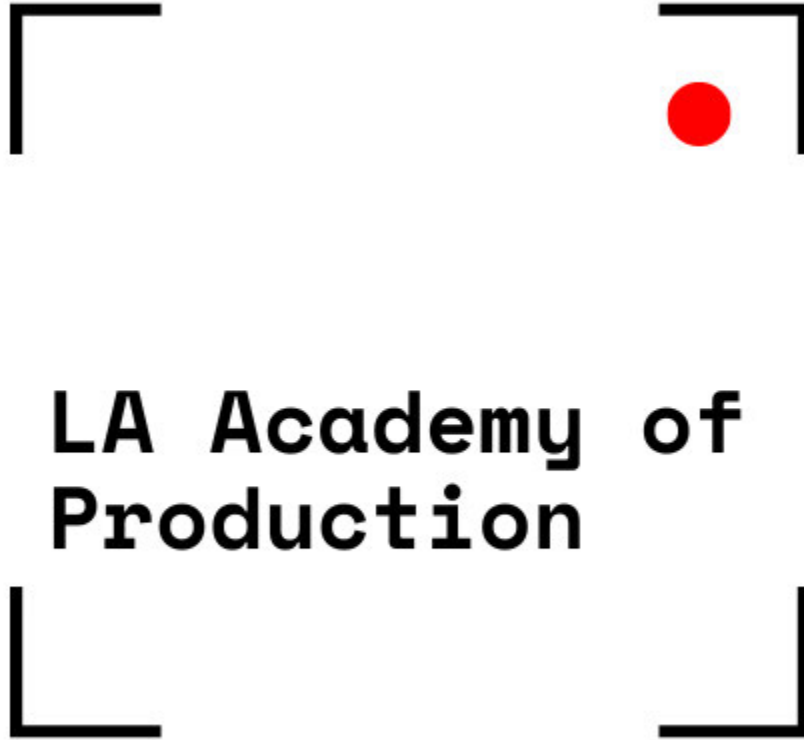
Policy Implementation and Compliance:

- Ensure compliance with state and federal regulations related to college and career readiness initiatives and programs.
- Interpret policies and procedures to guide the effective implementation of college and career pathways within the school community.

Qualifications:

- Master's degree in Education, Counseling, or a related field.
- Previous experience in education, counseling, or career guidance, preferably in a high school setting.
- Knowledge of college admissions processes, financial aid, and career pathways.
- Strong interpersonal and communication skills to work effectively with students, parents, educators, and external stakeholders.
- Ability to analyze data and use it to drive decision-making and program improvements.
- Leadership and organizational skills to manage multiple responsibilities and projects effectively.

Appendix 9: Board Resumes



Brandon Lagarde

Director



Brandon Lagarde, CPA, JD, LL.M. is a Director with P&N and leads the firm's Tax Services Group. Brandon joined the firm in 2009. Prior to joining P&N, Brandon practiced tax law at the law firms of Baker Donelson and Jones Walker.

Brandon concentrates his practice on tax planning and consulting for federal and state income taxes and state and local sales and use tax. Brandon works with clients of all sizes in a variety of industries and assists those businesses with navigating the tax complexities of today's highly regulated environment. Brandon has extensive experience assisting clients with tax issues associated with the Tax Cuts and Jobs Act (aka "Federal Tax Reform"), the Affordable Care Act, Louisiana income and sales taxation, tax planning for closely-held business, trusts and estates, multi-state planning and compliance, and mergers and acquisitions. Brandon is a frequent speaker on a variety of tax topics, including Federal Tax Reform, the Affordable Care Act, Louisiana taxes and general income tax planning.

Brandon is a member of the AICPA (Tax Section), where he serves as the Chair of the Tax Practice Management Committee and Vice-Chair of the National Tax Conference Planning Committee, the LCPA, where he serves on the State and Local Tax Committee, as a member of the Legislative Committee and a member at-large on the Board of the LCPA, and as a member of

EDUCATION & CREDENTIALS

- Master of Laws, Taxation, University of Florida
- Post Graduate Diploma, Juris Doctor, Louisiana State University
- Bachelor of Science, Accounting, Louisiana State University
- Certified Public Accountant
- Juris Doctor

PROFESSIONAL AFFILIATIONS

- Member at-Large, Society of Louisiana Certified Public Accountants, 2021-2023
- Member, AICPA National Tax Conference Committee, 2019 - present
- Chair, Tax Practice Management Committee of AICPA Tax Section, 2015 - present
- Member, Estate and Personal Financial Planning Committee of the Society of Louisiana Certified Public Accountants
- Member, Louisiana Tax Conference Committee of the Society of Louisiana Certified Public Accountants
- Member, Legislative Committee of the Society of Louisiana Certified Public Accountants
- Member, State and Local Tax Committee of the Society of Louisiana Certified Public Accountants
- Member, American Institute of Certified Public Accountants
- Member, American Bar Association - Tax Section
- Member, Society of Louisiana Certified Public Accountants
- Member, Louisiana Bar Association

COMMUNITY INVOLVEMENT

- Board Member, Adult Literacy Advocates, 2016 - present
- President, Board of Directors, Habitat for Humanity of Greater Baton Rouge, 2014

the Baton Rouge Chapter of the LCPA, American Bar Association (Tax Section) and Louisiana Bar Association (Tax Section). Brandon is a graduate of Leadership Greater Baton Rouge, a year-long leadership program of the Baton Rouge Area Chamber (BRAC) and was named to the Baton Rouge Business Report's Top 40 under 40.

- Board Member, Habitat for Humanity of Greater Baton Rouge, 2008 - 2013, 2019-present





JUSTIN BLANCHARD

Louisiana Academy of Production

A highly effective leader with a proven track record of experience and exceptional skill within project management, public affairs, operations, organizational compliance, coalition building, and community engagement. Consistently achieves measurable results through visioning, oversight, and execution of strategic initiatives and special projects. Drives creation and sustainability of high-quality systems and operations, such as evaluation and analysis systems and structures.



Professional Experience

Executive Director | Capitol Education Foundation (July 2019 – Present)

Core responsibilities include but are not limited to the following: management of direct relationship with the Board of Directors; oversight of 100% of the organization's fiscal, educational, and operational health and success; and responsibility for the overall achievement and well-being of students, faculty, and staff of schools. This includes oversight of contracts, facilities, food services, legal and regulatory compliance, all public relations, accountability, partnerships, etc. Accomplishments include, but are not limited to the following:

- Completed and earned approval for ESSER I, II, and III budget applications totaling over 2.4 million dollars inclusive of \$600,000 to install HVAC in the school's gymnasium and an energy management system to increase energy efficiency
- Significantly increased the school's cohort graduation rate by 17 percentage points
- Successfully partnered with the Office of the Mayor and local nonprofit organizations to develop a quarter acre community farm on-campus and provide agriscience courses to all students
- Met all fiscal expectations as outlined in Louisiana's financial performance framework for charter schools including minimum fund balance requirements, as well as successfully revised data and finance reporting & communication systems to eliminate past enrollment adjustments
- Founded new CMO and successfully negotiated a three year contract to continue operations of the school including gaining BESE approval
- Overhauled teacher and leader hiring process resulting in dramatically increased staff retention and increased number of certified staff

Associate Executive Director (June 2016– June 2019) | Friendship Louisiana Inc. (May 2014 – July 2019)

Assisted & supported the Executive Director in ensuring positive and measurable outcomes and consistency with the Charter Management Organization's mission, vision, and values. This includes providing input as well as supporting quality control in select areas of fiscal, educational, & operational areas of school management, such as public relations, school marketing, recruiting, & external affairs. Accomplishments include, but are not limited to the following:

- Secured & served as lead administrator for over \$3 million dollars in federal and state funding through several grants including School Redesign, School Improvement Grant, Turnaround School Leadership Program, Carl Perkins (CTE), and Louisiana's Believe and Succeed planning grant.
- Developed a portfolio of strategic partnerships with public, private, & nonprofit partners to support the organization's regional (Louisiana) chief goals in the areas of core academics and talent.
- Implemented community engagement strategies resulting in partnerships and/or initiatives with private and faith-based organizations including Exxon, United Way, 100 Black Men of Greater and more, such as designing a program and student pathway that led to a 400% increase in the attainment of Industry Based Certifications among students.
- Worked with Chief Financial Officer & Exec. Director to develop & maintain a balanced budget resulting in a 10% fund balance and satisfactory marks on all financial and audit reports.

Director of Community Relations (May 2014 – June 2016) | Friendship Louisiana Inc. (May 2014 – July 2019)

Founding leadership team member of the organization's Louisiana charter high school campus. Established and cultivated effective statewide community, business, and higher education partnerships and program efforts to support our organizational mission. Served as the primary, external representative for all regional affairs, including communication with the Louisiana Department of Education. Accomplishments include, but are not limited to the following:

- Secured and served as lead administrator for over \$3 million dollars in federal and state funding through several grants including School Redesign, School Improvement Grant, Turnaround School Leadership Program, Carl Perkins (CTE), and Louisiana's Believe and Succeed planning grant.
- Developed a portfolio of strategic partnerships with public, private, and nonprofit partners to support the organization's regional (Louisiana) chief goals in the areas of core academics and talent.
- Implemented community engagement strategies resulting in partnerships and/or initiatives with private and faith-based organizations including Exxon, United Way, 100 Black Men of Greater and more.
- Designed a program and student pathway that led to a 400% increase in the attainment of Industry Based Certifications among students.
- Worked with Chief Financial Officer and Executive Director to develop and maintain a balanced budget resulting in a 10% fund balance and satisfactory marks on all financial and audit reports.

Professional Experience (Continued on Page 2)

Manager of External Affairs (October 2012 – May 2014) | Louisiana Recovery School District (RSD) (May 2012 – May 2014)

Managed numerous projects aimed at increasing community and corporate relations for 10 different RSD direct run schools across markets statewide. Worked with local stakeholders to develop corrective action plans that drove school transformation. Created communications plans and strategies for numerous organizational announcements and programmatic launches. Accomplishments include, but are not limited to the following:

- Created and implemented a dynamic strategic community engagement plan for the Baton Rouge area. Yielded profound buy-in and support from key stakeholders throughout the Baton Rouge community to support the city's Baton Rouge Achievement Zone, which led to the establishment of the Baton Rouge Achievement Zone Advisory Board.
- Successfully launched the Baton Rouge's Parent Resource Center. Recruited and hired two employees to serve 7 different Baton Rouge area schools, which ultimately provided direct support to 2,000+ families.

External Affairs Coordinator (May 2012 – October 2012) | Louisiana Recovery School District (RSD) (May 2012 – May 2014)

Coordinated all external affairs efforts for the RSD and associate partners. Liaised to a variety of key stakeholders to determine further strategy to enrich and enhance opportunities for students. Accomplishments include, but are not limited to the following:

- Maintained the External Affairs calendar for the entire District.
- Created school transformation support networks in 5 new cities.
- Drafted press releases and talking points for RSD staff for a variety of stakeholder engagement meetings.

Program Specialist (Sept. 2011 – May 2012) | Louisiana Department of Education, Office of Public & Governmental Affairs

Verified and reviewed various data collected that was to be used in the Department for media releases. Confirmed the validity and accuracy of the information, utilizing a variety of analytical and statistical methods. Accomplishments include, but are not limited to the following:

- Collected, reviewed and submitted over 450 approved non-public schools each year. Ensured 100% compliance with the federal court order of *Brumfield v. Dodd*.
- Approved the format, implementation and maintenance of the 500-page Louisiana School Directory. Slashed retrieval time of information by 50%.
- Successfully set up and maintained an ongoing database of legislative bills relevant to K-12 education.
- Assisted in the drafting of press releases, media advisories, and other Department material.

Education Assistant (Dec. 2009 – Sept. 2011) | Louisiana Department of Education, Office of Public & Governmental Affairs

Education

**Master of Public Administration
Concentration in Public Policy
(2010-2012)
Louisiana State University
Baton Rouge, Louisiana**

**Bachelor of Arts in History, Minor in
Sociology
(2006 - 2010)
Louisiana State University
Baton Rouge, Louisiana**

Core Competencies

- ★ Project Management
- ★ Grant Management
- ★ Public Relations
- ★ Change Management
- ★ Partnership Development
- ★ Operations
- ★ External Affairs
- ★ Compliance
- ★ Communications



KATIE PATTON PRYOR



EDUCATION

Bachelor of Science: Psychology
Minor: English
Louisiana State University, 2005

COMMUNITY

- Louisiana Film and Entertainment Association (LFEA) Board Member
- Naval War Memorial Commission Board Member
- Mayor’s Transition Committee for Women’s Advancement, 2015
- 2023 - 2024 Alliance for Students CHANGEMAKERS cohort

AWARDS

- 2023: The Capital Region 500
- 2022: Baton Rouge Business Report Forty under 40
- 2021: Excellence in Sales & Marketing Award from Sales & Marketing Executives (SME)

Submitted on April 19, 2024

EXPERIENCE

Louisiana Academy of Production

Baton Rouge Film Commission

2017 - Present

EXECUTIVE DIRECTOR

Appointed by the Mayor with responsibilities that include but are not limited to: maintain industry relationships, market the city as a prime film location, manage productions to ensure they are in compliance with all permitting and requirements, represent the city at film related events worldwide, manage city funds allocated to the film office, economic tracking and reporting, brand management, and coordinate sales mission events.

Film USA

2021 - Present

CO-FOUNDER

Established and run a national 501(c)(6) non-profit trade organization of state and regional film commissions across the USA under one umbrella to collectively maximize the economic benefits of the film industry in the USA by streamlining connections and information thus increasing the US creative industry global competitiveness and increasing US employment and economic growth.

Louisiana State University

2020 - Present

ADJUNCT PROFESSOR, Film

The Business of Film: the creative industries from an economic approach
A 3000 level class exploring the economic drivers and cultural impact of the film and entertainment industry.

Ourso Beychok, Inc.

2014 - 2017

SENIOR ASSOCIATE, Political Consulting Firm

Evaluated client needs, target audience and polling data to co-create messaging and execute a comprehensive communication strategy for political campaigns across several states for hundreds of clients: state caucuses, PACs, and individuals.

Sterling Studios, LLC (aka Sheffield Consulting)

2009 - 2014

ASSOCIATE, Business Consulting Firm

Maintained business operations; supported political activism efforts; prepared persuasive written materials; liaised with client, staff and media; researched and presented proposals to prospective clients; managed corporate budgets; filed corporate taxes; managed scheduling.

Gasoline Films

2010 - 2014

MEDIA RELATIONS COORDINATOR, Entertainment Company

Managed media correspondence and coverage; composed letters, press releases and editorials. Coordinated fundraising and served as liaison between producers, directors, cast and crew. Represented interests at the 2013 Cannes Film Festival (France).

LA Sports

2008 - 2011

ASSISTANT SPORT STUNTS COORDINATOR, Entertainment Company

Managed casting, coordinated shoot schedules, maintained paperwork and facilitated communication between departments on and off set.

United Home Care

2007 - 2008

PUBLIC RELATIONS DIRECTOR, Home Health Company

Managed press relations and public image of multi-location company.
As WELLNESS DIRECTOR, created and maintained employee health incentive program.

American Heart Association

2006 - 2007

REGIONAL DIRECTOR, Non-profit

Grew fundraising efforts and relationships within the capital region. Hosted the 2007 Capital Area START Heart Walk, and headed the implementation of START programs, a corporate health initiative.

Foundation Marketing

2005 - 2006

CORPORATE TRAINER, Sales Company

Recruited, interviewed, and trained individuals through sales training program. Traveled to top producing offices, analyzed their strategies and customized implementations to our office.



Kenny Nguyen
Baton Rouge, LA



Experience

CEO/Co-Founder - [ThreeSixtyEight](#) – March 2016 – Present

- Leads executive team to execute mission + vision of the company
- Led creation and curation of [Assembly Required](#), an event series in Louisiana that focuses on highlighting, retaining, and recruiting the best talent in Louisiana while connecting attendees to national level speakers.
- Currently acting as the account director for Louisiana Department of Economic Development account.
- Under tenure, company awards include:
 - 2021: Adweek Fastest Growing Agencies, LSU 100, Inc 5000, Baton Rouge Business Report's Best Places to Work
 - 2020: Adweek Fastest Growing Agencies, LSU 100, Inc. 5000, Inc's Best Places to Work, Baton Rouge Business Report Best Places to Work
 - 2019: Baton Rouge Business Report Best Places to Work, LSU 100
 - 2018: Baton Rouge Business Report's Best Places to Work
 - 2017: LSU 100

Investor/Marketer – Soji: Modern Asian – February 2018 - Present

- Investor in Bamboo LLC group which includes Soji: Modern Asian restaurant.
- Helped with opening marketing strategy that resulted in
 - 1.1 million impressions on Facebook within 180 days from the launch of brand to first two weeks of opening
 - 4,000 followers on Facebook + Instagram by opening
 - 60,000 pre-launch post engagements on Instagram
 - 7500 website visits in the first two weeks of launch
 - 14 nights booked out for first two weeks of opening with 50% of traffic coming from Facebook efforts

CEO/Co-founder – Big Fish Presentations– March 2011 – March 2016

- Led company as CEO and helped push merger with digital agency Hatchit to become ThreeSixtyEight.
- Co-author of the McGraw-Hill published book [The Big Fish Experience](#) – now published in three different languages.
- Worked with executives in organizations like CenturyLink, NASA, TED, GE, Raising Canes, Entergy, Paramount Pictures to deliver better presentations.
- Under tenure, company awards include:
 - 2013: Kairos Society K50
 - 2012: Inc Magazine's Coolest College Companies

Volunteer + Board:

- Advisory Board Member for STARs at Opportunity@Work since January 2022
- Founding Member of Kindred (an ESG organization) since March 2021
- Advisor for Gold House: Gold Rush Accelerator Program since March 2020
- Member of Small Business Council for US Chamber of Commerce since February 2020

Select Awards and Recognition:

- Forbes 30u30: Advertising and Marketing 2019
- Business Report Young Businessperson of the Year 2019
- Great Futures Gala Honoree by Boys and Girls Club 2018
- Baton Rouge Business Report 40u40 2017
- Millennial Awards 2017 Digital Media Recipient
- Silicon Bayou 100 Recipient between 2016-2019
- Runner-up Global Student Entrepreneur Awards Regional 2012
- Selected as 2021 CEO Student Entrepreneur of the Year by the Collegiate Entrepreneurs' Organization

Education/Certifications

Disruptive Strategy Certification
Harvard Business Online
Spring 2020

Louisiana State University
Baton Rouge, Louisiana
Major: Marketing
2009 - 2012

Core Qualification

- Organization Management
- Strategic Planning
- Public policy
- Governmental Relations
- Media/Public relations
- Marketing
- Lead development
- Public speaking

Experience

Principal

McConnell & Associates Consulting — Baton Rouge, New Orleans Louisiana

Consultant to private businesses and public entities interested in public policy, business and economic development, strategic planning, issues management, public relations, marketing and organizational management primarily in the creative sector.

Public Policy Consultant

Louisiana Economic Development, Office of Entertainment Industry Development

Nov 2022 - Present

Engaged to review, analyze, and recommend changes to the state's incentive policies for music and live performance industry development that provide a more effective program. Process includes stakeholder engagement, research of models & best practices, and market analysis.

Music Hub Concept Designer

New Orleans, Louisiana, United States ·

April 2022 -present

Developed concept for music industry hub for property owner. Conducted market and incentive research models, best practices, and swot analysis to help determine best use of existing and new buildings, resulting in an inner-city campus designed to foster creativity and music business development.

Project Manager

La. Music Consultants Nov 2021 - May 2022

Developed a branded music trail to the LA Office of Cultural Development that identifies Louisiana's music and music-related points of interest and offers visitors an exciting and interactive experience with a compatible user-friendly mobile and online resource, while providing a framework and foundation for innovation and growth.

Assistant to the Secretary, Special Projects & Public Policy Louisiana Economic Development Louisiana Academy of Production
Feb 2016 - Oct 2018.

Developed new public policy initiatives for film and music industry development that focused on creating an indigenous self-supporting industry, worked with industry professionals on Louisiana Ports development and analysis, La military installations and other special projects

Sound Diplomacy, Director of Business Development North America

July 2019 - December 2019

Sound Diplomacy empowers cities and places to achieve their social, cultural and economic goals through music

Executive Director, Entertainment Industry Development Feb 2007 to Jul 2011

Louisiana Economic Development — Baton Rouge, Louisiana

Highly successful economic development office responsible for creating a permanent, sustainable entertainment economy in Louisiana emulated by over forty states. Spearheaded development and growth of nation's most credible and reliable entertainment incentive programs in film, music, live performance and interactive sectors. Developed and managed tracking systems for \$250 million in tax incentives. Led long-range strategic planning for Louisiana Entertainment and state's entertainment industry sectors. Led development and refinement of comprehensive rules and regulations for the state's seven entertainment tax incentive programs. Crafted and successfully passed legislative and policy reform. Created award winning branding and marketing strategies. Worked with policymakers and business to ensure programs were simultaneously accountable to taxpayers and fair, reliable and easy-to-use for industry professionals. Recruited the industry's best and brightest, and cultivated homegrown talent to grow the office from 3 to 12 industrious professionals.

Education

Political Science

Louisiana State University — Baton Rouge, Louisiana

Sociology

Baton Rouge Community College — Baton Rouge, Louisiana

Leadership

New Orleans Regional Leadership Institute — New Orleans, Louisiana

Media training

SSA Consultants — Baton Rouge

Professional Affiliations

Board Member, Arts Council of Greater Baton Rouge

Member, New Orleans Regional Leadership Institute

Member, New Orleans Film Society

Past President, Louisiana Cultural Economy Foundation

Stevee-Rayne Warren

Work Experience

Warner Bros. Discovery Action Program (National)
Recruitment, Training, and Job Placement Coordinator | 6/2016 - Present

NEW ORLEANS VIDEO ACCESS CENTER (NOVAC) - Louisiana
Workforce Program Director | 2/2023 - Present
Workforce Program Manager | 1/2018 - 1/2023
Membership Coordinator | 2017 - 2018
Program Assistant | 2016 - 2017
Program Intern | 2015 - 2016

Big Buddy Program - Baton Rouge, LA
Tool Time Instructor (Intro to Film and Tv Production) | 8/2023

Talent Activated - ESSENCE FESTIVAL 2023 - New Orleans, LA
Division Manager (Essence Film Festival) | 7/2023

Talent Activated - ESSENCE FESTIVAL 2022 - New Orleans, LA
Division Manager (Video Content) | 7/2022

Untitled Docuseries (Concordia Studio LLC) - Baton Rouge, LA
Field Producer | 5/22 - 12/22

Dick Clark's New Year Rockin' Eve (ABC/MRC) - Slaughter, LA
Field Producer | 12/21 - 1/22

The Walking Dead (S10 and S11) (EP. Joseph Incaprera) - Senoia, GA
On-set Internship Recruiter and Liaison | 6/2019 - 1/2021

FilmNation - Mobile, AL
Recruiter and Program Coordinator | 1/2020 - 1/2021

AETNA: Commitment to Community - Baton Rouge, LA
(Launch Media)
Producer | 10/2019

Christmas Belles (BET) (Dir. Terri J. Vaughn) - New Orleans, LA
Additional Costume PA | 10/2019

ESSENCE FESTIVAL 2019 - New Orleans, LA
Recruiter and Division Manager | 7/2019

VOTE: Act 636 Voter Outreach Tour (NOVAC + Black Voters Matter) - Baton Rouge, LA
Field Producer | 6/2019 - 12/2019

FEATHERS (Dir. A.V. Rockwell) - New Orleans, LA
Production Office Coordinator | 7/2017 - 1/2018

Better (Dir. Darcy Mckinnon) - Baton Rouge, LA
Producer | 8/2016 – 2/2017

POST COASTAL DOCUMENTARY - Baton Rouge, LA
Set Production Assistant | 1/2017

BEAUTIFULLY BROKEN (Dir. Eric Welch) - Baton Rouge, LA
Props and Set Production Assistant | 03/2016 – 4/2016

LOUISIANA ASSOCIATION OF PUBLIC CHARTER SCHOOLS (LAPCS) Commercial
Baton Rouge, LA | **Set Production Assistant | 01/2016**

Education

American Black Film Festival (ABFF) Greenlighters Fellow

Los Angeles, CA July 2018

Bachelor of Arts, English Literature - Concentration in Liberal Arts

Southern University and A&M College

Baton Rouge, LA May 2018

Training

NOVAC Production Office Coordinator Training

Quixote Production Assistant Bootcamp

NOVAC Cinematography Workshop

Skills

Proficient in Microsoft Word, Excel, PowerPoint, Outlook, Airtable, Google Docs, Google Calendar, Mailchimp, Submittable, Script Coverage, Technical Writing, and Creative Writing.

Valerie Black, Esq.

EDUCATION

Southern University Law Center

Juris Doctorate, Dec. 2015

GPA: 3.45 / Rank: 18 out of 107

Honors: *cum laude*

California State University, Los Angeles (CSULA)

Graduate Studies & Research, 2005-2007 Ocean Sciences

University of California, Los Angeles (UCLA)

Bachelors in Science, 2005 Marine Biology

Universidad de San Nicolas de Hidalgo, Morelia Mexico

UCLA Study Abroad, Language Immersion Program Summer 2002

LAW & POLICY EXPERIENCE

The Water Institute (February 2022-Present)

- Assistant General Counsel and Legal Policy Researcher

Clary | Suba | Neale – Attorney (April 2021-February 2022)

- Practice complex litigation in the areas of Water Law, Property Law, Environmental Law, Construction Law, and Health Law

Louisiana Department of Education – Early Childhood Chief of Staff

Director of Child Care Criminal Background Checks (July 2016-April 2021)

- Developing state legislation, state regulations, and state guidelines with LDOE legal and policy team
- Worked with federal agencies, stakeholders, and lobbyists on implementing policies and programs
- Identifying and analyzing federal regulations for the CCDF background requirements
- Created reports for legislative leaders including fiscal notes
- Work closely with other state agencies including Louisiana Economic Development (LED), Department of Children and Family Services (DCFS), Louisiana State Police (LSP), and Louisiana Department of Health (LDH)
- Prepared public documents (e.g., newsletters, website content)
- Planned and presented throughout the State for a public engagement campaign
- Created a statewide background check software program
- Worked through numerous State and Federal Disasters and public health emergencies

Black & Dupree Law Firm – Managing Partner (January 2017-December 2020)

- Prepared Petitions, Motions, and Briefs for various legal matters
- Water law, property law, and pro bono matters

Clary Suba & Associates – Attorney, formerly law clerk (September 2015-November 2016)

- Prepared Petitions, Motions, and Briefs for various complex legal matters
- Identified and analyzed relevant state and federal law
- Docket review for complex health law and construction law litigation

Texas Commission on Environmental Quality (TCEQ) Office of General Counsel Mickey Leland Fellow (June 2015-September 2015)

- Drafting Memorandums, Enforcement Actions, and Penalty Actions
- Attending hearings and meetings with Commissions, stakeholders
- Identified and interpreted Texas State and Federal laws

Hammonds, Sills, Adkins & Guice LLP – Summer Associate (April 2015-June 2015)

- Experience with Federal and State Policies, Education Law, Constitutional Rights, Americans with Disabilities Act, Workers' Compensation & Second Injury Fund, & Tort Law
- Prepared written summaries regarding document reviews, and findings in State law and Federal law and State policy

Southern University Law Center – Teacher's Assistant (August 2013-May 2015)

- Contract Law - VC White
- Torts – Prof. D. North
- Obligations - Prof. Mencer
- Criminal Law – Prof. M. Ghetti

Ocean Conservancy – Dana Wolfe Legal Fellow (May-September 2014)

- Conducted in-depth analysis and research on key federal environmental acts and programs including National Environmental Policy Act (NEPA), Coastal Zone Management Program (CZMP), Oil Pollution Act (OPA), National Estuarine Research Reserves (NERR) Coastal Impact Assistance Program (CIAP), RESTORE Act, and National Research Damage Assessment (NRDA).

Louisiana Department of Natural Resources (DNR) – Summer Legal Intern 2013

- Researched and interpreted State and Federal Property Law, Energy Laws, and Mineral & Oil leases
- Worked under the supervision of James Devitt, Interim General Counsel

Baton Rouge Community College – Adjunct Professor, Entertainment Technology Department (August 2009-December 2013)

- Prepared and presented lectures to college students regarding production management, production skills, and the law and policies behind media. Provided Internship and mentors for students.

Upload Films – Production Executive (July 2008-May 2013)

- Worked closely with executive producers and the Louisiana Economic Development Department to be sure all the legal aspects of the film were met, and the films qualified for distribution and tax credits.
- Worked on several films as the production executive, but also as Producer, Writer, Production Manager, script supervisor, 2nd Assistant Director, and other roles throughout my tenure with Upload Films

BIOLOGY EXPERIENCE (2000-2008)**Research Fellow & Teacher’s Assistant, CSULA Estuary/Wetlands Lab**

- Estuary Field Research with an emphasis on climate change
- Taught undergraduate biology lab

Research Assistant, Bamfield Research Station, British Columbia

- Predator/prey experiments with an emphasis on climate change **Student Researcher, UCLA Marine Research, French Polynesia**

- Study of Run-Off Toxins and Fertilizer Pollutants

Research Assistant, UCLA Neurophysiology Lab

- Familiar with RNA and DNA gel electrophoresis
- Medical Journals and data analysis

INVITED SYMPOSIUM AND SEMINAR PRESENTATIONS

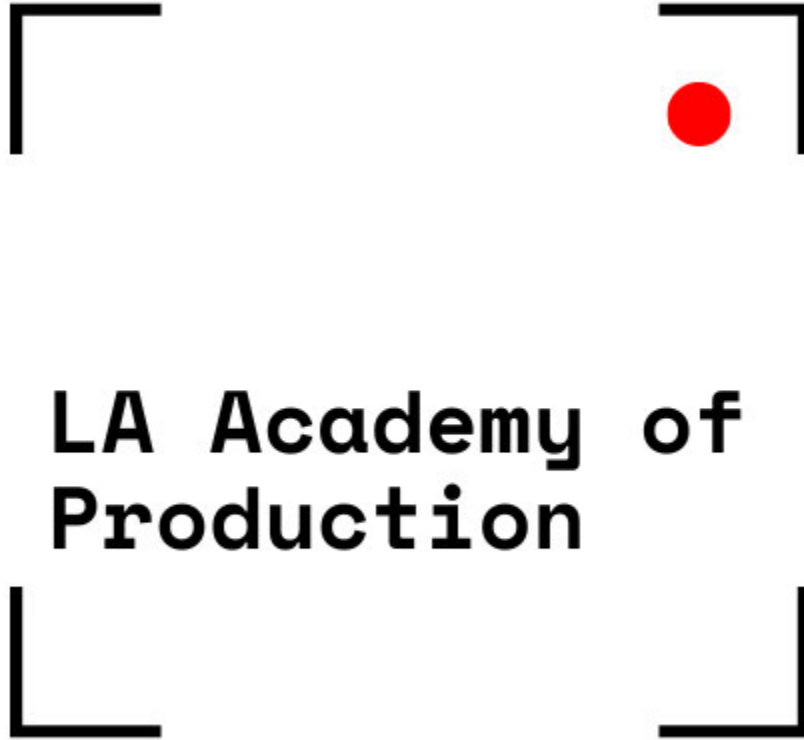
- State of the Coast 2023 – Blue Carbon and Ecosystem Services
- Young Energy Professionals Conference 2022 – ESG Panel
- Louisiana Legislative Session 2020 – House Education Committee
- Louisiana Legislative Session 2020 – Senate Education Committee
- Teacher Leader Conference 2019 – “Policy Changes in Early Childhood”
- Child Care Association of Louisiana Annual Conference, Oral Presentation “Important Changes in Child Care Criminal Background Checks”
- Webinar and Oral Presentations across Louisiana, “Overview of the Child Care Criminal Background Check”
- Webinar, “Update on Searching the State Central Registry”
- Webinar, “Tutorial of the Child Care Civil Background Check System”
- American Malacological Society and Western Society of Malacologists, Oral Presentation - Seattle, Washington: “Salinity and thermal tolerance and range limits of congeneric sacoglossans *Alderia modesta* and *A. willowi*.”
- Larval Biology Conference, Oral Presentation - Coos Bay, Oregon: “Range limits in sibling species of the estuarine gastropod *Alderia*: Salinity tolerance of larvae versus adults.”
- CSULA Biological Science Department Seminar, Oral presentation -Los Angeles, California: “Physiological tolerance and range limits in sibling species of the sacoglossans *Alderia modesta* and *A. willowi*.”
- LSAMP-BD National Conference Washington D.C.
- SACNAS National Conference Denver, Colorado
- University of California, Irvine: “Preference for nutrient-enriched coral reef algae (*Acanthophora spicifera* and *Gracilaria sp.*) by an important benthic herbivore (*Diadema setosum*).”

ACHIEVEMENTS/ACTIVITIES

- 2020 Champion for Children Award by the Child Care Association of Louisiana (CCAL)
- 2019 Louisiana Association of Nonprofit Organizations (LANO) Community Leader
- CALI Award – Commercial Papers
- 2015 AIPLA Giles Rich Moot Court Competition
- 2014 SULC Intraschool Moot Court Competition
- 2014 Independent Intellectual Property Project
- 2014 Judge Zoey Waguespack Scholar
- SULC Senior Editor, Media Chair – Journal of Race, Gender, and Poverty
- Society for the Advancement of Chicanos/Hispanics and Native Americans in the Sciences (SACNAS) Student Chapter, President and Founder
- CSULA Louis Stokes Fellow
- UCLA Alumni Scholar
- UCLA Latino Alumni Association Scholarship
- UCLA Varsity Rowing Team
- Volunteer for Teen Court

references available upon request

Appendix 10: Bylaws



BYLAWS

LOUISIANA ACADEMY OF PRODUCTION

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Louisiana shall be located at 100 Lafayette Street, Baton Rouge, LA 70801. The Corporation may have other offices, either in Louisiana or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. Board members must abide by the Corporation's bylaws, its Articles of Incorporation, its Charter Contract, and all applicable state laws and requirements, including the Louisiana Open Meetings Law (La. R.S. § 42:11, et seq.), Public Records Law (La. R.S. § 44:1, et seq.), Code of Governmental Ethics (La. R.S. § 42:1101, et seq.), and Public Bid Laws for the erection, construction, alteration, improvement or repair of a public facility or immovable property, pursuant to Part II of Chapter 10 of Title 38 of the Louisiana Revised Statutes.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors. The Board of Directors may exercise all such powers and do all such acts which it is not prohibited from doing by the laws of the State of Louisiana, the United States of America, the Articles of Incorporation, or these Bylaws.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be a **minimum of seven (7)**, or as subsequently amended by majority vote of the Directors. Directors need not be a resident of Louisiana. However, no fewer than 60 percent of its members shall reside in East Baton Rouge or a neighboring parish.

Nomination of Directors

- 2.03. At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee may also be formed to consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements required by law and/or as determined by the Board to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the Board of Directors then serving on the Board. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting. ^[L]_[SEP]
- 2.06. A Board member may resign by delivering a letter of resignation to the Board Chairperson. ^[L]_[SEP]

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office as per the meeting calendar adopted by the board starting August of each year. The number of meetings may be increased or decreased by a resolution of the board. The President or the Secretary shall give a written notice of the meeting to each Director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the Secretary of the information required to be included in the notice of the meeting. Then, the

Secretary shall give a written notice of the meeting to each Director not less than one day before the date of the meeting and shall post a written notice for the general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least **24 hours** before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of Directors then serving on the Board shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The Directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of Directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the Directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgements in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and shall not take actions they reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum is no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

2.13. Members of the Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for reimbursements according to the state law to the Directors for their expenses, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

2.15. The Board of Directors or members may vote to remove a Director at any time, only for good cause. Good cause for removal of a Director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and notice given following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the Director will be an agenda item, and the notice shall state the possible cause for removal. The Director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the Director. A Director may be removed by the affirmative vote of fifty (50) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

3.01. The officers of the Corporation shall be a President, a Vice president, a Secretary, and a Treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Election and Term of Office

3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter and as conveniently as possible. Each officer shall hold office until a successor is duly

selected and qualified. An officer may be elected to succeed himself or herself in the same office. The Board of Directors may vote to impose term limits.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

- 3.05. The President shall be the chief executive officer of the Corporation. The President shall supervise and control all the business and affairs of the Corporation. The President shall preside at all meetings of the members and of the Board of Directors. The President may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the President may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The President shall perform other duties prescribed by the Board of Directors and all duties incident to the office of President.

Vice President

- 3.06. When the President is absent, is unable to act, or refuses to act, a Vice President shall perform the duties of the President. When a Vice President acts in place of the president, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. If there is more than one Vice President, the Vice Presidents shall act in place of the President in the order of the votes received when elected. A Vice President shall perform other duties as assigned by the president or Board of Directors.

Treasurer

- 3.07. The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for money due and payable to Corporation from any

source.

- (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and record of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the President or by the Board of Directors.
- (h) If required by the Board of Directors, give a bond for the faithful discharge of duties in a sum and with a surety as determined by the Board of Directors.
- (i) Perform all of the duties incident to the Office of Treasurer.

Secretary

- 3.08 The secretary shall: (a) Give all notices as provided in the bylaws or as required by law; (b) Take minutes of the meetings of the Board of Directors and keep the minutes as part of the corporate records; (c) Maintain custody of the corporate records and of the seal of the Corporation; (d) Affix the seal of the Corporation to all documents as authorized; (e) Keep a register of the mailing address of each director, officer, and, to the extent possible, employees of the Corporation; (f) Perform duties as assigned by the president or by the Board of Directors; (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

- 4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the President its power to appoint and remove members of a committee.

No committee shall have the authority of the Board of Directors unless specifically granted by the Board by a majority vote of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. There may be the following committees: **Academics and Operations, Auditing and Finance, Executive/Governance, and Fundraising/Development Committees**. The board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the President of the Corporation. The chair and vice-chair shall be appointed by the President of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Committee Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, one nor more than 3 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the committee members shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

- 4.08. A committee member may not vote by a proxy.

Compensation

- 4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the reimbursement of the actual expenses of the committee members for attendance at the committee meetings and during other committee duties.

Rules

- 4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

- 5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

- 5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

- 5.03. 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. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 5.04. The Corporation shall not make any loan to a director or officer of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or tradename adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Louisiana Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.

- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities, and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, or employee or agent of the Corporation who was, is or may be named a party in any threatened or pending proceeding, action, or suit, in the civil, criminal, or administrative context (other than an action by or in the right of the Corporation), against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding, by reason of the fact that he or she is or was a director, officer, committee member, employee, or agent and as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation, if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. The Corporation shall not indemnify a

person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.

(b) The termination of a proceeding by judgement, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

(e) Before the final disposition of a proceeding, the Corporation may, in the discretion of the Board of Directors, pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding if the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.

(f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgement, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding.

Procedures Relating to Indemnification Payments

8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:

(i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.

(ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.

(iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(I) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.

(b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Electronic Communications

9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or electronic communications. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed

before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Louisiana Open Meetings Law (La. R.S. § 42:11, et seq.), or the provisions regarding notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted by a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text

of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

12.01. The bylaws shall be construed in accordance with the laws of the State of Louisiana. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

12.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not affect any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

12.03. The headings used in the bylaws are used for convenience and shall not be considered in contouring the terms of the bylaws.

Gender

12.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

12.05 The Board of Directors may provide for a corporate seal.

Parties Bound

12.06. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

Liquidation

12.07 At the expiration of this charter, or upon the earlier dissolution of this corporation for any cause, its affairs shall be liquidated by one or more liquidators to be appointed by the members. In case of death, disability, or resignation of one or more liquidators, the vacancy shall be filled by the surviving liquidators of liquidator.

Savings Clause

12.08 No informality shall have the effect of rendering these Articles or the existence of the corporation null.

No Individual Interests in Corporate Property

12.09 No Individual Interests in Corporate Property: No individual shall at any time have any interest in any earnings or other property of the corporation, but such property shall at all times be used exclusively for educational and charitable purposes.

Distribution of Assets Upon Dissolution

12.10 Upon the dissolution of the corporation, assets shall be distributed to one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future Federal tax code, or shall be distributed to Federal, state, or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the parish in which the principal office of the corporation is then located, exclusively for such purposes.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

13.01. It is the policy of LOUISIANA ACADEMY OF PRODUCTION not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

ARTICLE 14

Non-Profit Corporation

14.01 The Corporation is a non-profit corporation, and no stock can or will issued.

ARTICLE 15

Limitations

- 15.01 The Corporation is not organized for profit, and no part of the Corporation's net earnings shall inure to the benefit of or be distributed to any member, director, officer, employee, or individual. However, the Corporation shall be empowered and authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 4 hereof. The Corporation shall not engage in any activity inconsistent with its status as a corporation which is exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding provisions of any future United States internal revenue laws (the "Code"). The Articles shall be construed accordingly, and all powers and activities of the Corporation hereunder shall be limited accordingly.
- 15.02 The Corporation's primary activity is to pursue its exempt purposes by supporting the charitable and educational purposes of Louisiana Academy of Production and the Corporation cannot engage in business activity of a kind that is ordinarily for profit, nor of a kind that would endanger the Corporation's status under 501(c)(3) or 509(a)(3) of the Code.

Notwithstanding any other provision of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Revenue law.

CERTIFICATE OF SECRETARY I certify that I am the duly elected and acting Secretary of LOUISIANA ACADEMY OF PRODUCTION and that the foregoing Bylaws constitute the Bylaws of the Corporation.

These Bylaws were duly adopted at a meeting of the Board of Directors held on Sept 1, 2023.

Val Black

09 / 05 / 2023

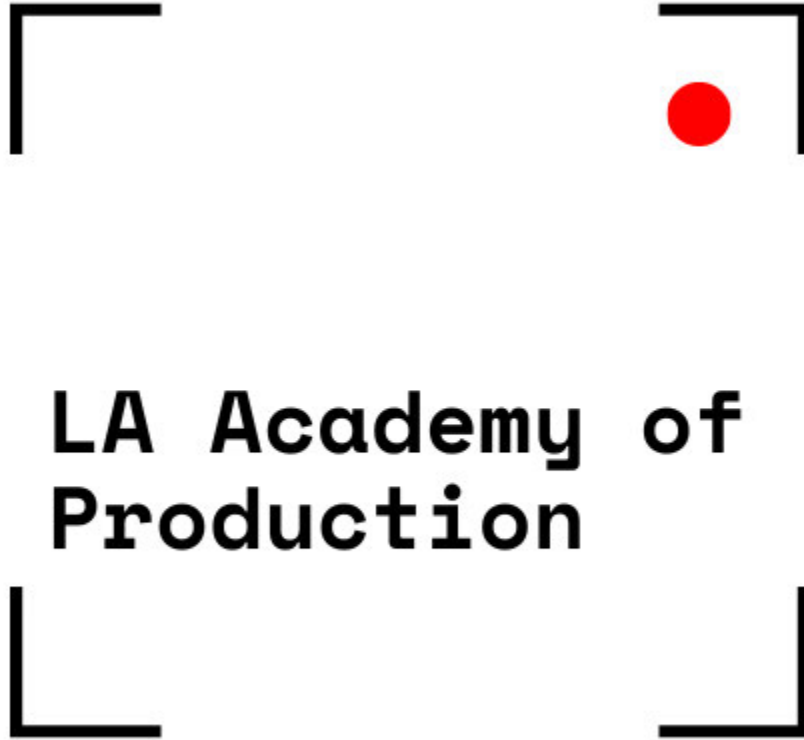
[Signature of Secretary]

Date (mm, dd, yyyy)

Valerie Black

[Name of Secretary]

Appendix 11: Fundraising Contributions



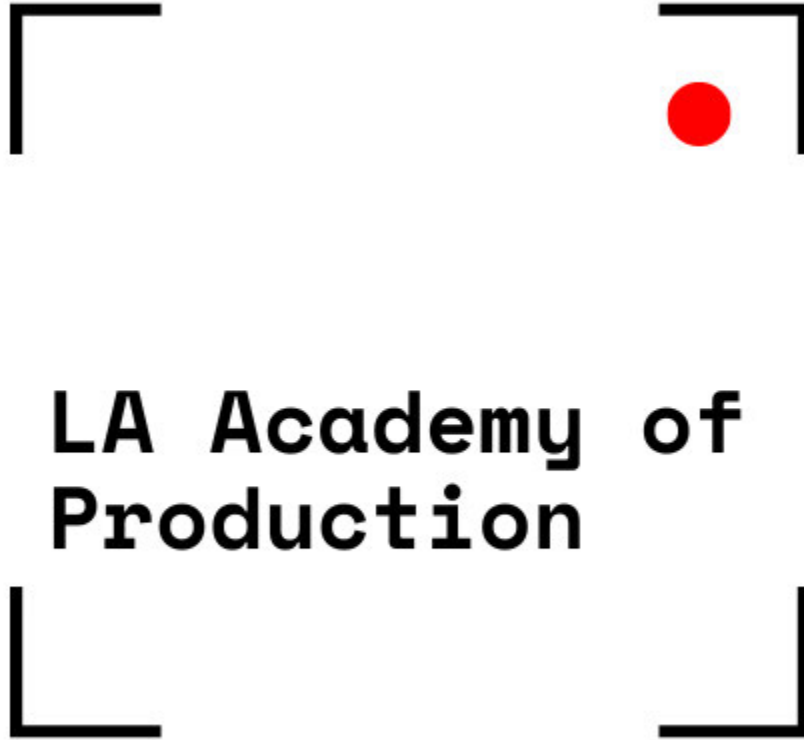
Appendix 11. Fundraising Contributions

As stated in the application, the submitted budget (Overview Template) contains start-up funding from a local foundation and / or Charter School Program (CSP). LAAP intends to apply for the CSP grant in summer 2024. Should LAAP not receive this funding, philanthropic donations will be sought to support start up needs.

Beginning in 2025-26, the school's operating budget only contains grant funding from New Schools for Baton Rouge in Y1. Despite a plan to engage in continued fundraising efforts, in alignment with a conservative budgeting approach, the budget does not contain revenue sources outside of state and federal funds beginning in Y2. The budget is fully operational at Y1.

LAAP's Executive Director and Board of Directors are pursuing an aggressive fundraising campaign to secure grants, charitable donations, and other donations to supplement start-up funds and operational costs. LAAP's founding team has extensive experience in fundraising and strong connections in the community and various foundations with interest in education and bringing more students to the field of movie and television production.

Appendix 12: Financial Manager

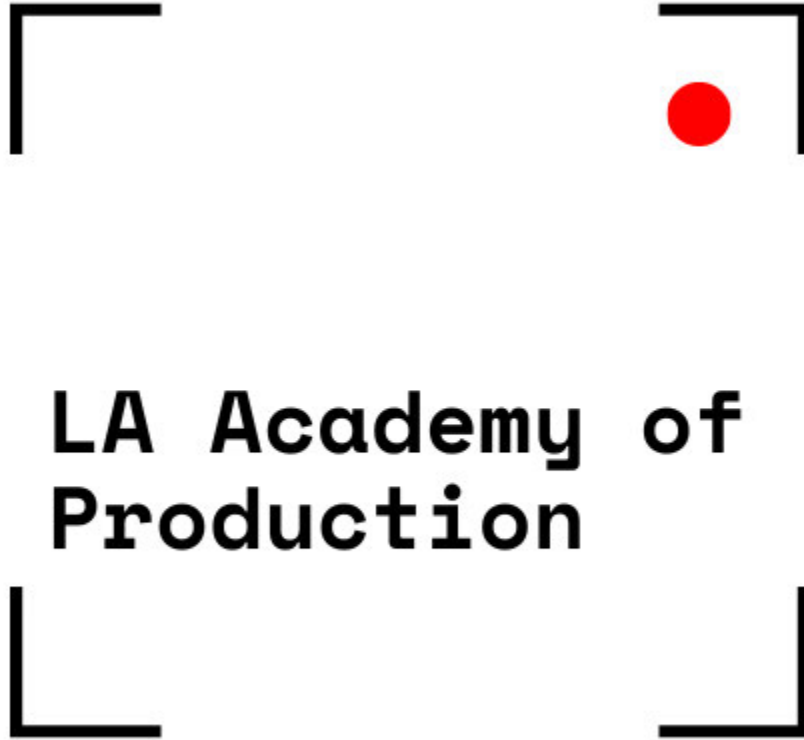


Appendix 12: Back-office Services Provider

LAAP will contract with an on-site and virtual Operations and Finance back office services provider. LAAP is currently sourcing vendors. Description of service areas are:

- Budgeting, financial reporting and forecasting
- Accounting and bookkeeping
- Payroll process and retirement reporting
- Cash management
- Human resources
- Purchasing
- Facilities management
- Vendor sourcing and contract management, including food and transportation services
- School compliance and data management
- Setup and implement financial and operational policies, procedures, and internal controls
- Create Financial and Policy and Procedure Handbook
- Participate on board Finance Committee
- Hold training on financial best practices for school administration

Appendix 13: Insurance Coverage



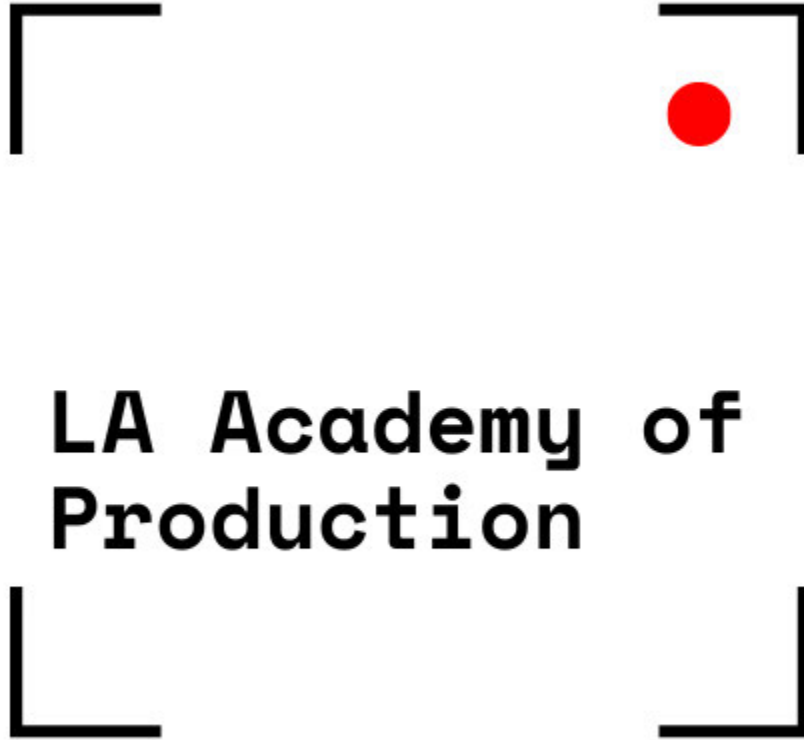
Appendix 13: Insurance Coverage

Below is the proposed list of the types of insurance coverage LAAP will secure. Insurance coverage is aligned to best practice requirements and LDOE charter school opening requirements. Coverage will be adjusted to align with any changes in state guidelines. The school will source an insurance provider in fall 2024 to ratify coverage types and levels.

Type ¹	Detail	Coverage Level
Comprehensive General Liability Insurance	- Min. combined single limit of each occurrence	\$1,000,000
Commercial General Liability	- Each occurrence - Damage to premises (each occurrence) - Medical expense (one person) - Personal/advanced injury - General aggregate - Products for comprehensive, operational and aggregate	\$1,000,000 \$1,000,000 \$5,000 \$1,000,000 \$3,000,000 \$3,000,000
Workers Compensation and Employer's Liability (WCEL)	- Each accident - Disease (each employee and policy limit)	\$1,000,000 \$1,000,000
Automobile Liability: only hired and non-owned autos	- Combined single limit for each accident	\$1,000,000
Crime	TBD	\$1,000,000
Fiduciary	TBD	\$1,000,000
Security Risk Management	TBD	\$1,000,000
Property Insurance	TBD	TBD
Errors and Omissions Liability Insurance (E&O)	TBD	\$25,000 (max. deductible not to exceed per claim) \$1,000,000 (min. limit per claim/annual aggregate).
Employee Dishonesty Insurance	TBD	\$250,000 (min. limit per claim/annual aggregate)
Employment Practices Liability Insurance	TBD	\$550,000 (min. limit per claim/annual aggregate)

¹ This document was created in alignment with the LDOE Charter School Pre-opening Insurance Requirements: [source](#).

Appendix 14: Course Offerings by Diploma Type



Appendix 14: Outline of Course Offerings by Diploma Type

LAAP proposes to grow one grade level per year, beginning in 2025-26 with 75 9th grade students. See student and course growth schedule by year and grade-level:

- Year 1 (2025-2026): only 9th grade courses will be offered
- Year 2 (2026-2027): only 9th and 10th grade courses will be offered
- Year 3 (2027-2028): only 9th, 10th, and 11th grade courses will be offered
- Years 4 & 5 (2028-2029, 2029-2030): All below courses will be offered.

All LAAP students will complete graduation requirements for a TOPS University Pathway and the Production Career Pathway certificate program.

The course offerings to meet the TOPS University graduation pathway displayed in the table below are an exemplar plan and higher level courses in some subject areas may change. Given the small school and faculty and staff size of LAAP, the school is not able to offer an expansive list of course options for students, but will still have a rigorous and real world college and career preparation learning experiences.

COURSE REQUIREMENTS FOR TOPS UNIVERSITY PATHWAY

Subject Total Units by Graduation	9th Grade (2025-26)	10th Grade (begins in 2026-27)	11th Grade (begins in 2027-28)	12th Grade (begins in 2028-29)
English 4 Units	English I*	English II*	English III	English IV
Math 4 Units	One unit from the following: Algebra I* Geometry*	One unit from the following: Geometry* Algebra II	One unit from the following: Algebra II Pre Calculus	One unit from the following: Pre Calculus Calculus Statistics***
Science 4 Units	Earth Science	Physics	Biology I*	Chemistry I
Social Studies 4 Units	World Geography	Civics* (1st and 2nd semesters)	US History*	World History
World Language 2 Units	Computer Coding as a Foreign Language I***	Computer Coding as a Foreign Language II***		
Financial Literacy 1 Unit	Khan's Financial Literacy Course***			
Art 1 Unit	Media Arts I**			
Physical Education 1.5 Units	Physical Education I (1 unit)	Physical Education II (.5 units)		

Health Education .5 Units		Health Education (.5 Units)		
ACT Prep 2 Units		1 unit	1 unit	
Electives (3 total required units, up to 8 units)		up to 1 Units**	up to 3 Units**	up to 5 Units**
TOTAL UNITS BY GRADE (24 minimum units required by graduation)	8	8	8	8

*LEAP2025 Assessment Required (NOTE: All required courses will be reviewed and updated annually to align with LDOE University Diploma and LEAP2025 requirements)

**Course also counts toward ALL Production Career Pathways

***Course also counts toward SOME Production Career Pathways

Appendix 15: Career and Technical Education Course Offerings by Year



**LA Academy of
Production**



Appendix 15: Career and Technical Education Course Offerings

LAAP proposes to grow one grade level per year, beginning in 2025-26 with 75 9th grade students. See student and course growth schedule by year and grade-level:

- Year 1 (2025-2026): only 9th grade courses will be offered
- Year 2 (2026-2027): only 9th and 10th grade courses will be offered
- Year 3 (2027-2028): only 9th, 10th, and 11th grade courses will be offered
- Years 4 & 5 (2028-2029, 2029-2030): All below courses will be offered.

In alignment with the school's mission and vision, LAAP requires all students to achieve both a TOPS University diploma and to complete a Production Career Pathway in one of four production career pathways:

- (1) Post-Production (Editing, Visual Effects, Visual Production, Animation);
- (2) Technical (Camera, Lighting and Grip, Electrical, and Sound);
- (3) Craft (Set Design and Construction, Hair, Make-up, and Costume Design); and
- (4) Business of Entertainment (Accounting, Film Financing, Distribution, Marketing, and Public Relations).

Below is a table delineating the CTE elective credit courses (and required core courses) aligned with each of these four pathways by grade level. While it is required that all students complete a Production Career Pathway in addition to a TOPS Diploma, the courses below represent the list of optional courses within each pathway.

Course Name	Career and Technical Education Courses Offered by Grade Level: Post-Production Career Pathway				Career and Technical Education Courses Offered by Grade Level: Technical Career Pathway				Career and Technical Education Courses Offered by Grade Level: Craft Career Pathway				Career and Technical Education Courses Offered by Grade Level: Business of Entertainment Career Pathway			
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
3D Animations Foundations I		X	X	X												
Accounting I														X	X	X
Accounting II															X	X
Advanced Clothing and Textiles (.5 unit)										X	X	X				

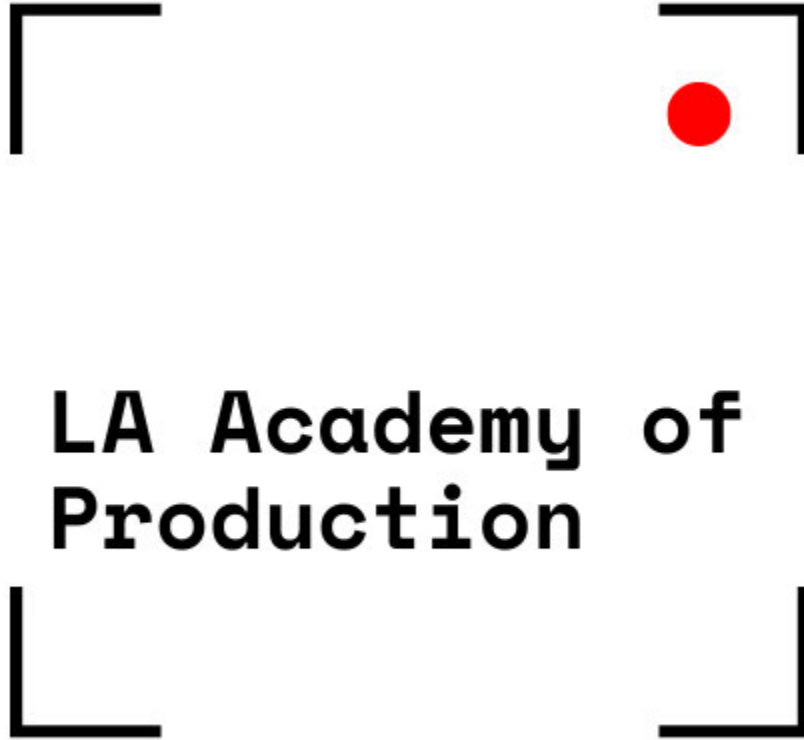
	Career and Technical Education Courses Offered by Grade Level: Post-Production Career Pathway				Career and Technical Education Courses Offered by Grade Level: Technical Career Pathway				Career and Technical Education Courses Offered by Grade Level: Craft Career Pathway				Career and Technical Education Courses Offered by Grade Level: Business of Entertainment Career Pathway			
Course Name	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Advanced Television Broadcasting I (2 credits)		X	X	X		X	X	X								
Advanced Television Broadcasting II (2 credits)			X	X			X	X								
Basic Sound: LSU Partnership						X	X	X								
Carpentry I										X	X	X				
Carpentry II											X	X				
Clothing and Textiles (.5 unit)										X	X	X				
Cosmetology I										X	X	X				
Cosmetology II											X	X				
Custom Sewing										X	X	X				
Data Manipulation and Analysis: LSU Partnership														X	X	X
Digital Graphics and Animation			X													

Course Name	Career and Technical Education Courses Offered by Grade Level: Post-Production Career Pathway				Career and Technical Education Courses Offered by Grade Level: Technical Career Pathway				Career and Technical Education Courses Offered by Grade Level: Craft Career Pathway				Career and Technical Education Courses Offered by Grade Level: Business of Entertainment Career Pathway			
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Digital Media I		X	X	X		X	X	X								
Digital Media II			X	X			X	X								
Digital Media III			X	X			X	X								
Digital Media IV			X	X			X	X								
Digital Storytelling: LSU Partnership																
Drafting Design Technology						X	X	X		X	X	X				
Film and TV: LSU Partnership		X	X	X		X	X	X		X	X	X		X	X	X
Fundamentals of Business Enterprises														X	X	X
Media Arts II		X				X	X	X		X	X	X				
Photography I (Digital Cameras and Lighting)						X	X	X								
Principles of Marketing I														X	X	X
Principles of Visual Design										X	X	X				

	Career and Technical Education Courses Offered by Grade Level: Post-Production Career Pathway				Career and Technical Education Courses Offered by Grade Level: Technical Career Pathway				Career and Technical Education Courses Offered by Grade Level: Craft Career Pathway				Career and Technical Education Courses Offered by Grade Level: Business of Entertainment Career Pathway			
Course Name	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Production Accounting		X	X	X										X	X	X
Sound Design: LSU Partnership						X	X	X								
Theater Design and Technology										X	X	X				
Internship (up to 3 credits)		X	X	X		X	X	X		X	X	X		X	X	X
Pathway-Specific Capstone (Portfolio)				X				X				X				X
Total Required Units by Grade		1	3	4		1	3	4		1	3	4		1	3	4

Cells highlighted in YELLOW are required electives for this pathway

Appendix 16: Industry Based Credentials



Appendix 16: Industry-Based Credentials

LAAP students will graduate with a TOPS University diploma and Production Career Pathway credentials. 9th and 10th Foundational Classes will be used for Career and Technical Education career exposure and readiness courses. Below is a list of potential credentials to be offered, aligned with each of the four Production Career Pathways.

CTE Pathway-Aligned Industry-Based Credentials

Industry Pathway	Advanced Credentials	Basic Credentials
Post-Production	<ul style="list-style-type: none"> ● Adobe Certified Expert ● Adobe Certified Associate Visual Design Specialist ● Avid Certified User for Media Composer ● Digital Media Portfolio ● Unity - Certified User: Programmer 	<ul style="list-style-type: none"> ● Adobe Certified Associate ● CIW Internet Business Associate (associated with Web Foundations) ● CIW Network Technology Associate (associated with Web Foundations) ● AVID ProTools User ● Unity Certified User (basic) ● UC Associate, US Professional, or US Expert (advanced)
Technical	<ul style="list-style-type: none"> ● AVID Media Composer– (name change from Media Composer Certified User) ● Adobe Certified Professional: <ul style="list-style-type: none"> - Visual Design, Video Design, - Web Design ● Digital Media Portfolio ● Unity - Certified User: Programmer 	<ul style="list-style-type: none"> ● AVID ProTools User ● Adobe Certified Associate ● NCCER (Electrical)
Craft	<ul style="list-style-type: none"> ● Adobe Certified Associate Visual Design Specialist ● AVID Media Composer– (name change from Media Composer Certified User) ● Digital Media Portfolio 	<ul style="list-style-type: none"> ● Adobe Certified Associate ● AVID ProTools User ● NCCER (Carpentry) ● Autodesk
Business of Entertainment	<ul style="list-style-type: none"> ● TBD 	<ul style="list-style-type: none"> ● Customer Service/Sales ● Microsoft Office Specialist ● Louisiana Micro-Enterprise

**2024 Louisiana Department of Education Charter Application Review
New Operator Executive Summary**

Name of Applicant: Louisiana Academy of Production

Final Recommendation	

Non-Profit Information			
Non-Profit	Louisiana Academy of Production (LAAP)	Education Service Provider (ESP)	N/A
		# of schools operated by ESP	N/A

School Information			
School	Louisiana Academy of Production	Parish	East Baton Rouge Parish
Type	2	Parishes Served	Statewide
Operator Track	New Operator	Year Opening	2025
Grade Configuration at Start	9	Grade Configuration at Scale	9-12
Enrollment at Start	75	Enrollment at Scale	600

Proposal Summary for Final Recommendation	
<ul style="list-style-type: none"> • Academic Model: • Organizational Model: • Financial Model: 	

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		
Educational Program and Capacity		
School Establishment		
Academic Plan		

Application Sections and Subsections	# Possible	# Met
Assessments		
School Calendar and Student Schedule		
Diverse Learners and Student Supports		
Behavior Management		
Parent and Community Engagement		
Academic Goals		
Organizational Plan and Capacity		
Staffing		
School Leadership Team Capacity		
Professional Development		
Charter Board Governance		
Financial Plan and Capacity		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Facility Needs		
Financial Plan		
High School Addendum (If Applicable)		
Corporate Partnerships Addendum (If Applicable)		
Educational Services Provider (ESP) Addendum (If Applicable)		
Virtual Operator Addendum (If Applicable)		

Holistic Standards	
Definition	Applicant Summary
<p>Comprehensiveness: No requested information or essential pieces of the school's plan are left out of the proposal.</p>	<p>The applicant group provides compelling evidence for most aspects of the school model; however, not all essential pieces are provided. For example, the application does not include a staffing plan or identify the qualifications of all proposed staff (employed or contracted). Additionally, the board and proposed leadership team lack expertise in academics. It is unclear if the proposed executive director (ED) has demonstrated capacity to lead the school and improve student outcomes as well as experience having high level of responsibility for the finances of an organization. The budget lacks detail to determine if assumptions are conservative and accurate while funds are not allocated to costs (e.g., production and film-specific equipment) that align with the school's career pathways.</p>

Holistic Standards	
Definition	Applicant Summary
<p>Support: All claims are backed up with data, citations, or expert testimony.</p>	<p>Most claims in the proposal are supported with data or citations. For example, the applicant provides school letter grades to demonstrate a need for high-quality schools in East Baton Rouge. However, no quantitative data was provided to demonstrate the proposed model is likely to be successful; because, the applicant states, the Roybal Film and Television School in Los Angeles, the inspiration for the development of LAAP, has not yet graduated its first class. Further, the applicant identifies grant monies but does not provide evidence the funding source is guaranteed.</p>
<p>Mission Alignment: All pieces of the plan are working towards the same purpose.</p>	<p>Most pieces of the plan are working toward the same purpose. The mission (to build a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television industries) is clearly integrated into the three key design elements of the program. However, the applicant does not explain how entities listed in section 1 will support the school's operations or mission.</p>
<p>Cohesion: All pieces of the plan are integrated.</p>	<p>The application provides a mostly integrated design and approach. For example, while the applicant states the school's ED and board will secure funding for students to enroll in Career and Technical Education (CTE) and career pathway courses/training, the funding mechanisms are not described with ample detail to indicate funds will be secured. The overview template states the school will serve 600 students at full scale, while the application states 400 students will be served at full scale when describing the basic learning environment, including class sizes. Additionally, the sample schedules for a hypothetical student to receive special education instruction or English language services include discrepancies regarding the number of minutes they will receive. Also, while the applicant states the school will exist to increase the number of Black, Indigenous, and people of color (BIPOC) and women in the film and television field, strategies to ensure equity of access are focused on English learners and students with disabilities.</p>

Executive Summary			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
ES.1	<p>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:</p> <ol style="list-style-type: none"> Identify the students and community to be served; Illustrate what success will look like; and Align with the purposes of the state charter school law (Louisiana R.S. 17:3972). 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group indicates that the proposed school's mission is to build a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television industries. The applicant adds the mission is a call to action to bring Black, Indigenous, and people of color (BIPOC) and women into the film and television industry and to grant them access to well-paid, unionized jobs and corresponding benefits. 	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).
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group articulates a clear vision to equip a diverse student body with the skills and opportunities required for successful entry into competitive media programs at the collegiate level or directly into high-wage media careers. 	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.
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the executive summary, the applicant group proposes a high school that will serve diverse students across all demographics and subgroups, primarily from the broader East Baton Rouge suburb of Inniswold. The applicant cites data showing BIPOC fill only a small percent (5% BIPOC) of behind-the-camera jobs in production and the 	ES.2.1 The applicant group describes the anticipated student population the school seeks to serve (e.g., demographics, educational needs).

Executive Summary			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>industry, reporting that the local need for early-career and female production union members is high given that men outnumber women in the Louisiana chapter of the International Alliance of Theatrical Stage Employees (IATSE Local 478).</p>	
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant states the school anticipates serving 70% minority students, 65% economically disadvantaged students, 11% students with disabilities, and 5% English learners, while the overview of the anticipated student population includes a prospective subgroup enrollment table with statewide and parish rates that indicates LAAP expects to serve an intentionally diverse student population of all demographics and subgroups that is representative of both the community and current statewide population. 	ES.2.2 The applicant group demonstrates the proposed population is representative of the demographics of the location.
ES.3	Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population. If virtual, please see the addendum for additional questions.	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The executive summary states the proposed high school will offer a high-quality, comprehensive college preparatory and production career pathway program through implementation of three key design elements. Major instructional methods will include hands-on project-based learning, direct instruction, integration of film and television production themes into the curriculum, and real-world learning in 	ES.3.1 The applicant group provides a concise overview of the educational program.

Executive Summary			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>the production field unlike any school that currently exists in the community.</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> As stated above, the applicant group highlights three key design elements in the executive summary. The applicant states LAAP, unlike any existing school in the community, will offer students early exposure to career pathways beginning in grade 9, curriculum that develops both hard and soft professional skills, professional internships, and certifications essential to securing jobs after graduation. Students will have the opportunity to engage in one of four CTE pathways that explicitly align with high-demand, real-world jobs available to skilled high school graduates. 	
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides data (see above) to demonstrate the identified student population does not have access to high school programming that grants access to well-paid, unionized jobs in the film and television production industry. 	<p>ES.3.2 The applicant group highlights the key aspects of the program that will lead to greater student success than the current educational option(s).</p> <p>ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.</p>
ES.4	Impact. Explain how the proposed program will positively impact student outcomes.	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the executive summary, the applicant states LAAP graduates, particularly for students concentrating in CTE, will have improved earnings and prospects, improved (10% higher) 	<p>ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.</p>

Executive Summary			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		graduation rates, and superior preparedness for in-demand skills jobs.	
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes to board leadership or school leadership since the most recent application.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in prior application(s) and explaining how they were improved upon.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ES.5.2 A summary of revisions from previous submissions is provided.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.6	Provide a narrative analysis of the community you seek to serve in the proposed school including: <ol style="list-style-type: none"> A description of the community from which the proposed school intends to draw students, including proposed physical address (if known) and parish; The applicant's rationale for selecting the community; Performance of local schools in the community that serve a similar student population; How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community. Explanations of any partnerships or contractual relationships central to the school's operations or mission; and 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? 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant states the proposed school will be centrally located and proximate to major highways within the Celtic Media Center (Celtic Studios), a post-production facility in the Baton Rouge community/East Baton Rouge (EBR) Parish of Inniswold, to provide students with easy access to high-standard industry tools, mentorship opportunities, and real-world experiences. 	EPC.6.1 The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to be located.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, graduation rates, ACT scores and proficiency rates fall below state averages, particularly when looking at subgroup data that shows the EBR graduation rate (74.5%) is lower for African American (75%) students, Hispanic (49%) students, and English learners (35%). 	EPC.6.2 The applicant group provides a clear rationale for selecting the community based on community demographics and educational need.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In section 1, the applicant explains EBR shows a critical and urgent need for high-quality high school options with two highly selective schools that have long waitlists, and, of the remaining 15 open-admissions high schools, one earned a letter grade of B in 2022 while four earned a C and the remaining 67% earned a D or F grade. LAAP plans to 	EPC.6.3 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		offer a comprehensive pathway program (unlike any other existing program in the community) that will prepare students for direct entry into the production industry.	
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the lack of preparation for postsecondary opportunities, the low graduation rate, and the lack of high performing high school models is a challenge to student success in the community. For example, EBR's graduation rates is nine percentage points below the state graduation rate (84%); in 2022–2023, fewer than 40% of high school students in EBR earned proficient scores on the LEAP 2025 and end-of-year assessments in ELA, algebra, geometry, biology, and U.S. history; average ACT scores were lower than the average ACT score of freshmen entering Louisiana State University (27) and particularly low (15) in non-selective EBR high schools. 	EPC.6.4 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant lists entities that have submitted letters of support, contracted with LAAP to provide services, and/or that are engaged in discussion to define formal partnerships. The entities listed include INDUSTRY Celtic Media, LSU, BRCC, Southern University, New Schools for Louisiana, New Schools for Baton Rouge; however, the applicant does not explain the 	EPC.6.5 The applicant groups clearly explain any partnerships or contractual relationships regarding the proposed school's operations or mission.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		relationships regarding the proposed school's operations or mission.	
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group explains that challenges to success faced by the student population will be mitigated through the research-based model, the curriculum's focus on real-world training and hands-on learning (with career pathways that engage students in high-quality CTE programming with connections to union professionals for training and mentorship), and access to a local production studio and on-site experiences. 	EPC.6.6 The applicant group provides at least one way the school will address each of the identified challenges to student success.
EPC.7	Provide an overview of the student population you anticipate serving in the proposed school, which includes: <ol style="list-style-type: none"> Racial and socioeconomic demographics; Percentage of special education students; Percentage of English Learners; and Percentage of homeless students. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant's overview of the anticipated student population includes a prospective subgroup enrollment table with statewide and parish rates that indicates LAAP expects to serve an intentionally diverse student population of all demographics and subgroups that is representative of both the community and current statewide population, including 70% minority students, 65% economically disadvantaged students, 11% students with disabilities, 5% ELs and <5% students facing homelessness. 	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.
EPC.8	Provide a narrative description of how stakeholders in the intended community were engaged regarding the proposed charter school, including: <ol style="list-style-type: none"> Description of the stakeholders engaged; 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the applicant's application narrative, the LAAP leadership team 	EPC.8.1 The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	<p>b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;</p> <p>c. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and</p> <p>d. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.</p>	<p>continues to engage a broad group of industry professionals, educators, and community members through outreach that includes an executive planning team, academic advisory team, local community and education leaders, as well as national and local production industry leaders. Appendix 1 names members of these teams, and Section 8 of the application discusses their contributions.</p>	
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant identifies strategies used to solicit community input regarding the school model and community values, such as a tour of the Roybal School of Film and Television Production, teacher interviews, surveys, and interviews/meetings with local education experts, families, prospective students, local training coordinators, and local employers. The applicant group plans to attend school information sessions and invite families to tours of the school site, beginning in the fall. 	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.
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant explains input gathered informed the decision to apply for a Type 2, statewide charter school given the statewide nature of the film and television production industry and the push for diversity. Additionally, the applicant group noted that the school's growth model (one new grade 	EPC.8.3 The applicant group specifically describes the nature of feedback received and the extent to which this feedback resulted in changes, updates, or enhancements to the charter application by citing specific examples, as applicable.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		level at a time) and LAAP's programmatic model, including selection of the four career pathways, was informed by industry input on knowledge and skills that students will need to access highly coveted post-production jobs.	

Educational Program and Capacity: Academic Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.9	<p>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:</p> <p>a. The key design elements that reflect the school's mission and vision; and</p> <p>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.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a concise overview of the proposed school model, including descriptions of three key design elements: college-prep, project-based teaching and learning; a production career pathway certificate program; and hands-on industry experience. These elements were created to align with and serve the school's mission to build a more inclusive pipeline of historically underrepresented, college and career-ready students interested in the film and television industries. 	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.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant states the Roybal Film and Television School in Los Angeles is the inspiration for the development of LAAP. While the applicant states Roybal partners are working with the LAAP ED to extend the model and that LAAP plans to serve a similar population, the applicant also states Roybal has experienced significant achievements, such as raising \$4 million and galvanizing every major studio. However, Roybal has not yet graduated its first class, and no quantitative data was provided as evidence that the proposed model is likely to be successful. 	<p>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:</p> <p>A track record of success with similar student populations (proven models)</p> <p>OR</p> <p>Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</p>

Educational Program and Capacity: Academic Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.10	<p>In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the primary curricula your school will use, such as textbook selections and supporting materials by subject and/or grade level, including:</p> <ol style="list-style-type: none"> A description of how it aligns with state standards; and How it will meet the needs of the targeted student population. 	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP has selected Tier 1 curriculum for all core subjects, and the curriculum aligns with Louisiana state standards and meets TOPS University graduation requirements. The application includes a table to identify the proposed curriculum by subject area, include myPerspectives ELA, Envision math, DBQ Project (social studies) and inquiryHUB Biology as well as OpenSciEd Biology, Chemistry, and Physics. However, the applicant does not explain how LAAP will ensure the science curriculum aligns with state standards. 	EPC.10.1 The applicant group describes how the selected curricula align with state standards.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In section 1, the applicant states that the curricula's Tier 1 rating indicates the Louisiana Department of Education (LDOE) has found the materials provide extensive scaffolding, support, and vocabulary acquisition tools, which therefore enable diverse learners (including students with disabilities and ELs) to comprehend and access grade-level material. 	EPC.10.2 The applicant groups provide evidence of the selected curricula effectiveness in serving the targeted student population.
EPC.11	Describe any co-curricular or extracurricular programs and how they will be funded and delivered.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, rather than traditional co-curricular activities, all LAAP students will have the opportunity to participate in industry-based 	EPC.11.1 The applicant group provides a thorough description of all co-curricula or extracurricular programs the proposed school intends to offer and how it will be delivered.

Educational Program and Capacity: Academic Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>internships and partnerships with university and industry professionals; however, details regarding how and when these opportunities will be delivered are not explained.</p> <p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, the school's ED and board will secure funding for students to enroll in CTE and career pathway courses/training; however, the funding mechanisms are not described with ample detail to indicate funds will be secured. 	
EPC.12	Describe the basic learning environment, including class size and structure.	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states the school will be small, with each core subject class having 25 students and a teacher-to-student ratio ranging from 19:1 to 25:1 for core subjects and 12:1 to 17:1 for specialized production career pathway courses; however, the application states 400 students will be served at full scale, while the overview template shows 600. 	EPC.11.2 The applicant group describes how the co-curricula or extracurricular programs will be funded.
			EPC.12.1 The learning environment as described by the applicant group, is aligned with the academic plan and suitable to the instructional model of the proposed school.

Educational Program and Capacity: Assessments			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.13	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> Describe each assessment's purpose, design, format, and rationale for its selection; Describe how the assessments align with state standards and curricula; Describe the alignment to LEAP 2025 and ACT (for high school applicants); Describe how the school will collect and analyze assessment results; Describe the alignment to special education assessments; 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; and Explain how the school will communicate with parents/guardians and students about academic achievement and progress. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a table of assessments (with columns to identify the purpose and rationale, design and format, and frequency) and describes the variety of state-mandated, Tier 1 curricula-aligned, and teacher-developed assessments that will be administered. The application explains LAAP will conduct consistent diagnostic, formative, and summative assessments to measure achievement and progress throughout the school year. Assessments include LEAP 2025, NWEA MAP, curriculum-based assessments (e.g., myPerspectives and Envisions), and internally developed quizzes, exams, projects, project rubrics, and exit tickets. 	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.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, NWEA is aligned to state standards and highly correlative to LEAP, and assessments from selected curricula are rated Tier 1, demonstrating alignment with state standards. 	EPC.13.2 The applicant group describes how the selected assessments align with state standards and curricula.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant's assessment table includes LEAP and ACT as well as NWEA; the applicant states these will provide useful data to measure achievement, monitor student progress, 	<p>EPC.13.3 The applicant group provides a clear rationale for the selection of each assessment and demonstrates that the assessments selected are aligned to Louisiana State Standards, LEAP 2025, and the ACT*.</p> <p>*ACT alignment = High School Applicants Only.</p>

Educational Program and Capacity: Assessments			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		track individualized education program (IEP) goal progress (with access to LEAP Connect as aligned with IEPs), individualize instruction, and evaluate students' knowledge and skills.	
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Section 1 states LAAP teachers and industry instructors will meet weekly as grade-level teams with the principal or an industry expert during professional development (PD) periods so they can use data to gauge what students are learning, design continuing assessments, guide lesson preparation, and make instructional decisions on a daily, weekly, and monthly basis. 	EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in 13.4 above, LAAP teachers and industry instructors will meet weekly as grade level teams with the principal or an industry expert during PD periods so they can use data to gauge what students are learning, design continuing assessments, guide lesson preparation, and make instructional decisions on a daily, weekly, and monthly basis. However, the applicant does not explain how a data-driven decision-making process will inform all aspects of LAAP's model, including curricular choices, PD, and programmatic offerings. 	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.

Educational Program and Capacity: Assessments			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, report cards will be distributed quarterly and a quarterly newsletter will be emailed and distributed. Additionally, parents will have access to PowerSchool and Parent Square so they may track students' progress and grades. 	EPC.13.6 The applicant group provides a clear plan that outlines the methods and frequency by which student progress and achievement will be communicated to students and parents/guardians.

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.14	Appendix 2: Provide a sample student schedule for a typical week.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendices 2–4 include a sample weekly student schedule with two 90 to 105-minute core classes for a total of 1,245 minutes per week, 495 minutes spent in non-core classes per week, and 410 minutes in student support structures (e.g., remediation, enrichment, advisement) per week. The daily schedule includes arrival at 7:45, transitions, and 40 minutes for lunch/exercise before a 4:00 dismissal. 	EPC.14.1 The applicant group provides a detailed student schedule for a student of the proposed school that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student’s week at the proposed school. Meals, passing periods, extended day programming, and any additional non-academic portions of the student day must be included with time stamps.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While Appendix 7 includes two organizational charts, they lack detail, and the application does not include a staffing plan; thus it is unclear if the schedule aligns with the organizational charts and staffing plan. 	EPC.14.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses).
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group proposes a student schedule that satisfies the minimum requirement of 63,720 instructional minutes per year. 	EPC.14.3 The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.
EPC.15	Appendix 3: Provide a sample student schedule for a typical week for a student that is an English Learner. The Department recognizes that not all English Learners are alike and may vary widely in terms of	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 3 includes a sample schedule for an English learner. The application states ELs receive a total of 535 minutes of instruction each week, however the 	EPC.15.1 The sample student schedule includes the standards listed for EPC.14, and clearly delineates the times, delivery method (push-in, pull-out), and environment (inclusive, self-contained) in which the hypothetical EL student will

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	<p>English Language proficiency and development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:</p> <ol style="list-style-type: none"> Grade level of the EL student; Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only); and Any other data or assumptions involved in creating the student schedule. 	<p>schedule itself shows less time. It shows an EL at a proficiency level of Progressing will receive 210 minutes of push-in provided during social studies, science, and CTE; 105 minutes of push-in during language lab; and 180 minutes of push-in in during ELA and math each Friday with an EL/language teacher for a total of 495 minutes.</p>	<p>receive English Language Development instruction.</p>
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> While Appendix 7 includes two organizational charts, they lack detail and the application does not include a staffing plan; thus it is unclear if the schedule aligns with the organizational charts and staffing plan. 	<p>EPC.15.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for the intended student population).</p>
EPC.16	<p>Appendix 4: Provide a sample student schedule for a typical week for a student with exceptionalities.</p> <p>*The Department recognizes that not all students with exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:</p> <ol style="list-style-type: none"> Grade level of the student with exceptionalities; Student's primary exceptionality (may not use Speech/Language Impairment or Gifted/Talented); The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided; and 	<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Appendix 4 includes a schedule for an LAAP ninth-grade IEP student showing a special education teacher supports IEP goals three days per week, including 90 minutes of IEP push-in during one ELA class, one 90-minute math class, one 105-minute push-in session during a language lab, another 105-minute push-in during a math lab, and one 210-minute push-in during a weekly social studies, science, and CTE block. The schedule states that services are provided in the classroom setting; however, while the total number of support time minutes is listed as 640, the highlighted blocks equal 600 minutes. 	<p>EPC.16.1 The sample student schedule includes the standards listed for EPC.14, and clearly delineates the times, delivery method (push-in, pull-out), and environment (inclusive, self-contained) in which the hypothetical student will receive special education instruction and related services.</p>

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	d. Any other data or assumptions involved in creating the student schedule.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in the application and discussed in the summary of the organizational chart in the application, the RTI team will consist of and be led by the special education coordinator, the contracted special education teacher, a teacher, an industry instructor, and the social worker; and the SBLC will be composed of the principal, social worker, teacher, and special education coordinator. However, while Appendix 7 includes two organizational charts, they lack detail, and the application does not include a staffing plan; thus it is unclear if the schedule aligns with the organizational charts and staffing plan. 	EPC.16.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for the intended student population).

Educational Program and Capacity: Diverse Learners and Student Supports

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.17	<p>Discuss the school’s methods and strategies for identifying and serving students that are struggling academically and at risk of academic failure, including:</p> <ol style="list-style-type: none"> How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program; Clearly define the term “struggling student” as it would be applied in the school; The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting; The process that the school will use to evaluate the efficacy of the program; The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any subgroup; and The school plan for providing trauma-informed care, administering mental health screeners, and providing other supports. 	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The Educational Program and Capacity section of the application states that the three-tiered Response to Intervention (RTI) program described in the application has been adapted from the RTI Action Network; the description explains how the RTI process will enable interventions to be targeted in a progressive and defined order. For example, Tier 1 interventions may include the schoolwide Learning Lab and PBIS, while Tier 2 interventions may include small-group instruction and Tier 3 may include one-to-one instruction/support. Further, the RTI team will consist of and be led by the special education coordinator, the contracted special education teacher, a teacher, an industry instructor, and the social worker. However, because the applicant group does not provide adequate details in its accompanying Operating Statement of Activity, it is not possible to determine if it has accounted for the appropriate staffing and services to execute this program. For example, it is unclear if or in which personnel line the special education coordinator is accounted for, and while the budget accounts for \$130,000 in Year 1 of contracted services and professional development, it is unclear if the contracted special education teachers are reflected in this 	<p>EPC.17.1 The Response to Intervention program as described by the applicant group is robust, comprehensive, evidence-based, and capable of being executed with the staffing and funding resources described in the charter application.</p>

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		total.	
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group defines "struggling student" as a student at risk of academic failure, at risk of not making academic progress compared to their potential or that of their peers, or as not meeting behavioral expectations, and/or not being on track to meet graduation requirements. 	EPC.17.2 The applicant provides a clear and appropriate definition of the term "struggling student".
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in the application, the RTI team will meet weekly and employ a variety of program monitoring and tracking systems to consistently evaluate individual progress within the three tiers and to evaluate the overall program's efficacy. Further, the applicant states the principal and RTI team will monitor the students who exceed or are below the number of students in any of the tiers to then research the cause of challenges (academic and behavioral) and review the services provided to all LAAP students before using these findings to inform changes to the RTI program. However, the applicant's response was vague and did not articulate metrics that will be used to evaluate the quality of practice across the tiers. 	EPC.17.3 The applicant group has a clearly articulated plan that the proposed school will utilize to determine the efficacy of the RTI program.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP, as part of the weekly RTI program monitoring process, will monitor all struggling student demographics data to ensure no one demographic is being over-identified for the RTI program. However, the applicant does not describe the safeguards that will be in place to prevent over-identification. 	EPC.17.4 The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as “struggling students.”
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In section 1, the applicant explains that should data show over-identification, the principal and RTI team will conduct interviews to identify and then address the root cause for disproportionate rates. However, steps that would be taken as corrective actions were not outlined. 	EPC.17.5 The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, an LAAP counselor will administer the Strengths and Difficulties Questionnaire (SDQ) as a mental health screener to all students in grades 9–12 within the first four weeks of school and again at the beginning of quarter 3. 	EPC.17.6 The applicant group outlines a plan for the administration of a mental health screener, including the frequency.
EPC.18	Discuss the school’s methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law, including:	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In section 1, the applicant group states, as part of the RTI program, that a struggling student in Tier 3 who is not 	EPC.18.1 The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have a exceptionality are evaluated for special education services early and accurately, as defined by

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	<p>a. The process for identifying students with disabilities (child find), within the context of the school's RTI process;</p> <p>b. The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);</p> <p>c. The process for coordination between general education teachers and special education teachers or service providers;</p> <p>d. The process that will be used to monitor the achievement and progress of students with exceptionalities;</p> <p>e. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and</p> <p>f. The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate or over-identification of any subgroup</p>	<p>demonstrating progress based on data and observations from multiple interventions will be referred to the special education coordinator for evaluation. However, the plan does not explain how evaluation for special education services will be evaluated early.</p>	<p>LDOE's Strategies for Success: A Guidebook for Supporting Students with Disabilities.</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, special education and related services will be provided by school staff and contractors, including a special education coordinator, a social worker, a contracted special education teacher, a school nurse (Year 4+), a speech and language pathologist (Year 4+), and a contracted, approved LDOE-Pupil Appraiser vendor for part-time personnel and therapeutic services. Contracted services will also include (but are not limited to) occupational therapy, physical therapy, and auditory support. 	<p>EPC.18.2 The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services.</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application narrative, the applicant group explains that once the initial evaluation is completed (within 60 days) and a parent agrees to further testing, the LAAP special education coordinator coordinates a student evaluation to be conducted by an LDOE-approved pupil appraisal personnel or vendor services; and all Child Find procedures will comply with Bulletin 1706, including submission 	<p>EPC.18.3 The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law, and necessary personnel.</p>

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>of a copy of the school's Child Search report form to the Division of Special Populations annually. Further, for students entering with an IEP, the special education coordinator will review their IEP and/or 504 Plan to ensure mandated services and/or accommodations begin within the first month of school.</p>	
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group assigns student evaluations, IEP development, and monitoring of special education services to the special education coordinator; the contracted special education teacher provides push-in support services, the social worker provides counseling and crisis intervention services, and contracted service providers deliver therapeutic and academic services in alignment with a student's IEP. However, while the application includes a job description for the assistant principals, it does not include a job description for the special education coordinator or special education teacher(s), and the application does not articulate required credentials of these staff members. 	EPC.18.4 The group's plan for students with exceptionalities must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services.
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Section 1 of the application mentions that quarterly meetings will be held to discuss teacher training needs, while the sample annual professional development plan states PD will be provided to all staff 	EPC.18.5 The applicant group outlines a feasible professional development plan around serving students with exceptionalities.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>throughout the school year on the effective implementation of instruction and the special education coordinator (with support staff) will provide special education training throughout the year on topics such as facilitating access to grade-level instruction, identifying and responding to learner variability, setting student goals, general special education, and IEP compliance. In addition, the PD plan shows the special education coordinator will provide 1-on-1 coaching, learning intensives, and webinars throughout the year.</p>	
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application does not include a plan for developing IEPs that contain rigorous goals and instructional plans. 	EPC.18.6 The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned with student goals.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP will continuously evaluate the special education program with a series of meetings and checkpoints throughout the year, including a beginning-of-year special education team meeting to track progress and set goals, monthly special education team meetings, quarterly meetings for the special education team and principal to review progress, and an end-of-year meeting to document progress. All meeting data will be tracked in a special education dashboard. 	EPC.18.7 The applicant group has a clearly articulated plan that the proposed school will utilize to determine the efficacy of the special education program.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP administrators and interventionists will meet quarterly and at end-of-year meetings to review data and determine if any over-representation has occurred. Should over-representation be identified, the LAAP will turn to SBLC to investigate to ensure no student has been misidentified; however, the applicant does not articulate clear corrective action step(s). 	EPC.18.8 The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.
EPC.19	<p>Discuss the school's methods and strategies for identifying and serving English Learners in compliance with all federal laws and regulations without regurgitation of the law, including:</p> <p>a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;</p> <p>b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELs (both within general education classrooms and in other settings);</p> <p>c. The process that will be used to monitor the achievement and progress of ELs including exit criteria;</p> <p>d. The process that will be used to evaluate the efficacy of the program, instructors, and</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The diverse learners and student supports section indicates the applicant's plan to identify English learners begins with the home language survey and family interview questionnaire to determine if the student is eligible to be identified; if so, the contracted ESL teacher has 30 days to administer the ELPS, conduct a parent/guardian interview using the parent questionnaire, and notify the parent/guardian of the results while using the results to create an EL support plan and accommodations checklist. 	EPC.19.1 The applicant group provides a logical and feasible plan to identify students and ensure that students suspected of or known to be English learners are assessed to determine English language proficiency and provided additional support services.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states the aforementioned identification process and RTI system will be followed to ensure students are not 	EPC.19.2 The applicant group has clear safeguards and protocols in place to ensure that English Learners are not inappropriately identified as students with special needs.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	ensure that the needs of EL students are being met; and e. How the school will make all necessary materials available to parents of ELs in a language that they can understand.	inappropriately identified. However, the application does not articulate clear safeguards and protocols to ensure that ELs are not inappropriately identified as students with special needs.	
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, a contracted and certified ESL teacher will support general education teachers with ELs in their class and provide push-in and/or pull-out support in accordance with each student's language instruction needs. However, strategies or best practices to deliver standards-based instruction for ELs are not presented. 	EPC.19.3 The applicant group provides clear evidence that the English Learner program described is aligned with applicable law and policy, reflects best practices, and can be fully executed beginning on the first day of the charter term.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the contracted ESL provider will track student academic and English language acquisition progress and will administer the ELPT annually until the student is eligible to leave the program; however, exit criteria is not provided. 	EPC.19.4 The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all English learners and articulates exit criteria.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group's plan to determine EL program efficacy at the end of each school year, as articulated in the application, includes collecting and tracking student data (e.g., ELPT results, duration of time in ESL program; retention/drop-out and graduation rate compared to non-ESL peers). However, 	EPC.19.5 The applicant group has a clearly articulated plan with regular checkpoints, key indicators, and evidence of success that the proposed school will utilize to determine the efficacy of the English learner program.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>while the applicant states the ESL teacher may modify the program if data indicates the ELs are not becoming proficient in a reasonable timeframe, measures of efficacy are vague (e.g., "reasonable" is undefined) and program modification does not clearly articulate how program efficacy will be determined.</p>	
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in the application, LAAP materials (e.g., report cards, notice of discrimination, student handbook, permission slips) will be translated into each family's home language, and a translator will attend all family and school meetings (as needed). However, the applicant does not outline a protocol to ensure equity of access. 	EPC.19.6 The applicant group outlines a clear protocol that will ensure ELs and their families receive all necessary information and materials in a language that they can understand, and that EL students and their families will have equity of access to all school programming and extra-curricular activities by making translation services and additional supports necessary, as needed.
EPC.20	<p><i>*Only if planning to offer Gifted and Talented.</i></p> <p>Describe how your education program will identify and meet the needs of academically advanced students, including:</p> <ol style="list-style-type: none"> How the school will identify advanced and/or gifted and talented students; Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and Specific programs, services, and supports for academically advanced students. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant states LAAP will utilize the universal screener to identify advanced students and gifted/talented students. 	EPC.20.1 The applicant group provides a logical and feasible plan to identify students who are academically gifted and, if applicable, gifted/talented students.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application states LAAP will not offer a traditional gifted and talented program, but that the program is well-suited to support diverse learners. For example, each student will have an individualized learning plan and LAAP's project-based approach will allow staff to cater assignments to students' needs and 	EPC.20.2 The applicant group provides a logical and feasible plan to serve students who are academically gifted and, if applicable, gifted/talented students (e.g., specific strategies, programs, services, supports to be implemented).

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		interests.	
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application does not articulate a plan to determine the efficacy of the school's plan to meet the needs of advanced and/or gifted and talented students. 	EPC.20.3 The applicant group has a clearly articulated plan with regular checkpoints, key indicators, and evidence of success that the proposed school will utilize to determine the efficacy of the school's plan to meet the needs of academically advanced and/or gifted and talented students (if applicable).

Educational Program and Capacity: Behavior Management

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.21	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <p>a. Describe how the school will communicate its approach and related policies to students and families;</p> <p>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings;</p> <p>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</p> <p>e. The supervision plan for the alternate setting of suspended/expelled students.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the behavior management section and Appendix 5, the applicant intends to use positive behavior intervention and supports (PBIS) to create a positive, safe, and orderly school climate and culture. Behavioral expectations (e.g., respecting others’ time and trust, asking for help) will be posted in prominent places, communicated with parents at the beginning of each year, and written in the handbook. 	<p>EPC.21.1 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.</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> As stated in the application, as an alternative to suspension or expulsion, LAAP will use interventions and consequences, including morning detention, after-school detention, in-school intervention, in-school restorative practices, and exclusion from field trips, with out-of-school suspension and expulsion only deployed for specific circumstances consistent with R.S. 17.416. Further, the applicant states positive and proven incentives will be in place to encourage students to modify inappropriate behavior. 	<p>EPC.21.2 The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> As articulated in the application, all students will have the right to due 	<p>EPC.21.3 The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</p>

Educational Program and Capacity: Behavior Management			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>process, and parents will have the right to appeal a decision made by the principal with the ED within three days of the decision.</p>	
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, on a quarterly basis, the principal will monitor and collect data via PowerSchool, the school's data management system, to ensure no subgroup is disproportionately represented. If so, staff (e.g., principal, counselor, teachers) will employ a root-cause analysis and solution modification process. The counselor may create and implement a schoolwide action plan and teachers may receive coaching to better apply non-punitive, culturally responsive, and trauma-informed approaches. 	EPC.21.4 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.
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the Educational Program and Capacity section of the application, the applicant group describes the plan for the alternate setting of suspended/expelled students, including, in accordance with statute 416.2, that a suspended/expelled student will be placed in an alternative setting or program in EBR Parish and that EBR will hold responsibility for locating an alternative option for an expelled student, while LAAP will contact the supervisor to ensure the student is attending daily. 	EPC.21.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.

Educational Program and Capacity: Behavior Management			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.22	Appendix 5: Provide a draft School Model Master Plan (in accordance with RS 17:252)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 5, the draft school model master plan, includes a description of the plan for positive behavior support (e.g., a school-based leadership committee will guide the positive behavior process), safe school planning (to keep it safe and drug-free), parental and community involvement (i.e., involving families fully as partners in their child's learning), inter-agency cooperation (e.g., to work in cooperation with others), student records (e.g., the number of days to transfer records), FINS (per referrals and investigations), and the statement of compliance (to be included in the student and family handbook). 	EPC.22.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, FINS, and statement of compliance in their School Model Master Plan.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.23	<p>How will the school engage parents/guardians and the community once it's open, including:</p> <p>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and</p> <p>b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.</p>	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the parent and community engagement section, the applicant states parents will be invited to attend LAAP events, student portfolio presentations, open houses, and quarterly student-led report card meetings. However, while the applicant describes a parent association and explains parents will have opportunities to participate (e.g., via a monthly principal breakfast), the applicant does not explain how families will have equitable access. 	EPC.23.1 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 reflect a clear attempt to ensure equity of access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP parents will be involved in decision-making and have regular opportunities to provide feedback and inform school decision making via surveys (twice per year) and focus groups, the parent association, monthly board meeting attendance, and board membership. 	EPC.23.2 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.
Appendix 6	Appendix 6: Draft Grievance Policy	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 6 indicates LAAP's draft four-stage grievance policy will be followed to help fairly and efficiently resolve conflicts that may arise among any parent/guardian, student, employee, or community member. 	Appendix 6 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances.

Educational Program and Capacity: Academic Goals			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.24	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; and b. Plan to establish student performance goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes an academic goals table with measurable five-year goals that align with LEAP (e.g., high school performance score/letter grade), ACT, and graduation rate goals. One goal is to have 40% of students demonstrating proficiency in ELA in Year 1 (exceeding the EBR baseline of 34%) and 44% in Year 3 (exceeding the state proficiency rate of 43%). 	<p>EPC.24.1 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 LEAP 2025, ACT*, and graduation rate*.</p> <p>*ACT and Graduation Rate = High School Applicants only</p>
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the aforementioned table, the applicant has set goals that take the CSPC into consideration, such as a high school performance score/letter grade that steadily improves over time. The goal(s) are ambitious based on EBR baseline data (2020–21), such as a grade of C in Year 1, improving to B by Year 3 and A by Year 5. The goal table states that LAAP projects an increase in performance over time as the school builds capacity and that interventions and support will be provided to students whose baseline data is lower than grade level during learning lab once a week during the school day. However, it is unclear if these are reasonable, given that data from the school LAAP is modeled after was not provided. 	<p>EPC.24.2 The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension of academic performance standards of the Charter School Performance Compact.</p>

Educational Program and Capacity: Academic Goals			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant states Year 1 goals are based on EBR Parish, and overall statewide averages and goals will be adjusted annually as baseline data (diagnostic and LEAP testing data) is collected specific to the student population in all core content areas for grades 9–12. 	EPC.24.3 The applicant group has a reasonable plan for establishing baseline data for all core content areas in grades 3-12, as applicable, for the student population that they propose to serve.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Draft student performance goals written in the application rely on state accountability performance assessments, ACT scores, and graduation rates. 	EPC.24.4 The applicant group provides a logical plan to establish student performance goals that rely on diagnostic data that uses the same metrics as the performance goals themselves.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The 9–12 Academic Goals table includes all student achievement data considered in calculating the school's performance score, including letter grades, proficiency metrics, ACT scores, and graduation rates. 	EPC.24.5 The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes production career pathway goals: the successful completion of earning a certificate, in addition to a basic or advanced IBC credential upon graduation along with the completion of a professional digital portfolio. 	EPC.24.6 If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible (if applicable).

Organizational Plan and Capacity: Staffing			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.25	<p>Appendix 7: Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The organizational chart includes all essential responsibilities and positions, including an ED, principal, special education coordinator, core teachers, CTE teachers, and the contracted operations and finance service providers. 	OPC.25.1 The organizational chart includes all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's proposed plans.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The organizational chart denotes reporting structures, with the ED reporting to the board and overseeing the principal as well as the contracted operations and finance back-office service provider. The special education coordinator reports to the principal while the contracted service providers and ESL contract service provider report to the special education coordinator. In Year 5, two assistant principals (Aps) that report to the principal are listed, with lines showing the AP of core academics oversees core teachers and the AP of college and career pathways oversees the CTE teachers. 	OPC.25.2 The organizational chart clearly denotes the reporting structures between the CEO (if applicable), school leaders, the charter board, and all staff.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	OPC.25.3 The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board (if applicable).

Organizational Plan and Capacity: Staffing			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.26	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The organizational chart articulates a clear reporting structure while the narrative provides rationale to demonstrate the proposed lines of accountability and reporting. For example, the ED reports to the board that is responsible for hiring, firing, and evaluating the ED, while the ED holds responsibility for the school's academic, operational, and fiscal performance as well as oversees school operations and school-based leadership staff (e.g., the principal). 	OPC.26.1 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.
OPC.27	Describe plans to recruit and retain a diversified school leadership and staff <ul style="list-style-type: none"> a. If virtual, please see the addendum for additional questions. 	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application narrative explains recruitment will begin with a job posting on specific sites (e.g., LinkedIn; college job boards, including at historically black college and universities; the Louisiana Charter Association webpage; National Alliance for Public Charter Schools); include job fairs and industry conferences; and leverage board members' local connections to build a pipeline. However, given that LAAP seeks to hire high-quality staff with expertise in PBL, CTE, and production industry expertise, it is unclear how this plan will achieve this. Additionally, there are no targets set to show the staff recruitment plan will result in hiring a diverse staff. 	OPC.27.1 The applicant group proposes a staff recruitment plan that is logical, feasible, and likely to result in the hiring of a diverse staff.

Organizational Plan and Capacity: School Leadership Team Capacity

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
<p>OPC.28</p>	<p>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.</p> <p>Appendix 8: 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.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Resumes and a table provided in Appendix 8 identify the proposed ED and state three other leadership team members will be hired in upcoming years. The resume and table outlining the proposed ED's expertise shows Mr. Mulhearn has over 20 years of experience in local senior leadership roles in both the television and film production industry as well as 20+ years of community engagement and volunteering experience across Baton Rouge and Louisiana. However, while documentation shows Mr. Mulhearn is currently the owner of a Louisiana-based consulting firm specializing in content creation and entertainment industry growth, it is unclear if he has demonstrated capacity to lead the school and improve student outcomes. <p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Mr. Mulhearn's resume in Appendix 8 shows he has founded and incorporated a nonprofit trade association, served as an ED that headed business operations, negotiated deals, and worked with local, state, and federal officials to facilitate the entertainment business. However, past leadership positions do not demonstrate experience having high level of responsibility for the finances of a given organization. 	<p>OPC.28.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.</p> <p>OPC.28.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.</p>

Organizational Plan and Capacity: Professional Development			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.29	Describe the manner in which teachers, leaders, and other school employees will be supported through coaching and feedback systems, including how they will be evaluated.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, each staff member will have a coach (either a lead teacher, an industry advisor or expert, the principal, or the ED) that provides monthly feedback and coaching; however, the process by which teachers receive differentiated coaching is not described. 	OPC.29.1 The applicant group provides a process by which teachers will receive differentiated coaching and feedback.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the organizational plan and capacity section, the applicant explains teachers and other school staff will be evaluated annually using the Compass Information System; the evaluation cycle will include goal setting, measurement (two formal observations), routine coaching, final evaluations, and entering ratings in Compass. 	OPC.29.2 The applicant groups describe their teacher evaluation process.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.30	Provide a board member roster including each person's role, brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Board member resumes and the table provided in section OPC.30 clearly describe how each member's role matches their professional skill set. For example, the board president, responsible for supervising and controlling all business affairs, is currently the ED at the Baton Rouge Film Commission and holds expertise in nonprofit governance; the board treasurer is a CPA with budget and finance expertise that will provide oversight of LAAP's financial affairs. 	OPC.30.1 The applicant describes how each board member's described role on the board matches their professional skill set.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The seven board-member resumes in Appendix 9 demonstrate members hold expertise in finances (e.g., certified public accountant), legal issues (e.g., assistant general counsel and legal policy researcher), and management and community relations. However, while the applicant states the board will prioritize recruiting new candidates who offer K-12 academic experience, no board members provide expertise in academics. 	OPC.30.2 For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and/or community relations.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the board is currently comprised of seven members. 	OPC.30.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant states all seven board members reside in the EBR Parish; however, resumes show a board member lives in West Baton Rouge and two in Baton Rouge, and not all resumes include an address. Therefore, it is unclear if at least 60% of its members reside in the proposed location. 	<p>OPC.30.4 [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.</p>
OPC.31	Appendix 9: Provide the resume for every member of the charter board.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 9 includes a resume for each proposed member, and the narrative includes a list of board members' areas of expertise as justification for their membership. 	<p>OPC.31.1 The applicant provides a resume for every member, as well as provides justification for each person's membership on the board.</p>
OPC.32	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The conflict-of-interest response in the application states there are no existing relationships that pose an actual or perceived conflict of interest, and resumes do not suggest a conflict. 	<p>OPC.32.1 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.</p>
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states board members will complete the annual board member conflict of interest statement at the annual June board meeting, requiring them to disclose actual, potential, or perceived conflicts to the board chair, after which time the remaining board members will discuss information 	<p>OPC.32.2 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.</p>

Organizational Plan and Capacity: Charter Board Governance			
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		<p>regarding the disclosure and determine (by vote) whether a conflict exists. If the board ratifies that a conflict exists, the board will end the relationship.</p> <p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable </p>	
OPC.33	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.	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the governing board role and structure section, the applicant group explains the board president holds responsibility for ensuring board members are not involved in the school's day-to-day management; the president begins each board meeting with a review of roles and responsibilities and will redirect members to the chart if they feel members are focusing on daily operations. </p>	OPC.33.1 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.
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes bullets that describe board duties, including safeguarding the school's mission; hiring, supporting, and evaluating the ED; providing financial oversight; and ensuring sound organizational strategic planning. </p>	OPC.33.2 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 school leader, CEO, or Educational Services Provider (ESP) (as applicable).
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a table that outlines committee roles and </p>	OPC.33.3 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.

Organizational Plan and Capacity: Charter Board Governance			
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		responsibilities (e.g., the academic and operations committee partners with the ED to set and reach academic goals and monitors student performance against academic goals) and a narrative that explains the advisory board's primary roles are to increase awareness of the school, fundraise, and cultivate industry partnerships.	
OPC.34	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The table of organizational and financial goals includes LAAP's annual goals for the 2025–2029 school years, including goals related to enrollment targets (100% plus waitlist), re-enrollment (at least 80%), suspensions (lower than the national average), special populations (<5% of IEPs out of compliance), contractual obligations, and funding balance (over 2% at Year 1, 5% or greater at Year 5). 	OPC.34.1 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.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As shown in the aforementioned table, the applicant's organizational and financial goals are specific and align with the CSPC, including enrollment (LAAP does not receive any Notice[s] of Concern), compliance, special populations (<5% of evaluations out of compliance), annual audits (no evidence of significant or consecutive material findings), etc. 	OPC.34.2 The applicant group provides organizational and financial goals that are specific, reasonable, ambitious yet attainable, and aligned to, at a minimum, the expectations outlined in the <u>Charter School Performance Compact</u> .
OPC.35	Explain how the board will monitor the academic, organizational, and financial goals stated within the	<input checked="" type="checkbox"/> Meets	OPC.35.1 The board has a logical and feasible plan by which they will monitor the proposed school's

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	application, including actions that will be employed if the school is trending toward not meeting goals.	<input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application narrative, the board will monitor the academic, organizational, and financial goals monthly using a board dashboard that will enable the board and school leadership team to identify, diagnose, and rectify early performance trends that could prevent the school from meeting its goals and charter renewal. With consistent sharing at each board meeting, the board and ED will always be aware of LAAP's performance in real time and can take actions (e.g., have the ED create an improvement plan, propose staff changes to correct areas of underperformance) to address concerns when necessary. 	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.
OPC.36	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the leadership evaluation response within the application, the applicant states the board will evaluate the ED annually and monitor the school's progress toward meeting LAAP's goals, including renewal and meeting all standards required by the contract and authorizer. 	OPC.36.1 The applicant group demonstrates a clear understanding of the board's responsibility to evaluate and hold the school leader/CEO accountable to school performance standards.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the annual ED evaluation will include an assessment of annual SMART goals that will correspond directly with the CSPC standards and which the ED will be charged with meeting. 	OPC.36.2 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.

Organizational Plan and Capacity: Charter Board Governance			
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		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states progress goals will be tracked quarterly, with data collected via reports by each director and a final formal evaluation occurring annually after the fiscal year; the board may conduct the evaluation internally or hire an external party to collect, compile and present data. The application includes a timeline of activities pertaining to the evaluation (e.g., in June, the board reviews and discusses SMART goals for improving performance; in July, the full board reviews and approves annual goals; at the end of the first through third quarter, the ED presents the board with an update; and the final annual evaluation is compiled and presented to the full board). 	<p>OPC.36.3 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.</p>
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the event the board determines there is a performance deficiency on any measure, the application explains the board will require the ED to create a corrective action and a reporting plan that targets the deficiency with defined timelines, progress monitoring, and clear action steps, such as change in leadership, targeted initiatives, PD, or implementation of new systems. If the issue increases in severity or remains unresolved beyond the specified timeframe, the board may issue a performance improvement plan or may 	<p>OPC.36.4 The applicant describes the steps the board and school leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.</p>

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		move to terminate the ED.	
OPC.37	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a description of policies and procedures that are designed to sustain the financial health of the entity and school and to ensure legal compliance with requirements and restrictions regarding the use of public funds. The application includes a basic description of policies regarding financial planning (based on a five-year budget), accounting (to follow generally accepted accounting principles), purchasing (with proper authorization, recording, etc.), and payroll (handled by the back-office service provider). 	OPC.37.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the applicant group plans to develop policies and procedures that are aligned to best practices and will be likely to sustain the financial health of the school, such as reviewing monthly financial statements, holding monthly finance committee meetings, having an annual budgeting process involving multiple stakeholders, and regular audits. 	OPC.37.2 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.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the contracted operations and finance back-office service provider will work with the board, ED, and auditing & finance 	OPC.37.3 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. <i>If a specific</i>

Organizational Plan and Capacity: Charter Board Governance			
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		committee, which will include the board treasurer. However, the qualifications of the back-office service provider are not identified.	<i>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.</i>
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Internal controls that the applicant describes in the application include an annual review and training on the policies and procedures handbook, the board's monthly review of financial statements (actual-to-budget comparisons), monthly audit and finance committee meetings, annual budget development and approval, an annual audit, and annual charter finance training (attended by the board and school leadership team members). 	OPC.37.4 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.
OPC.38	Describe the plan for the training and development of new members and continuing members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, all board members participate in annual training to increase their capacity, beginning with an annual board self-assessment process to determine future board membership skills, needs, training, strengths, and weaknesses. Further, the board plans to participate in training with Board on Track and the Louisiana Association of Public Charter Schools (LAPCS). 	OPC.38.1 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.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Section 2, the applicant states the governance committee will be 	OPC.38.2 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

Organizational Plan and Capacity: Charter Board Governance			
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		responsible for training all new board members on by-laws, and new board members will attend LAPCS training on charter school governance, policies, and best practices.	new members are familiar with board bylaws and requirements.
OPC.39	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a SY 2023–2024 board meeting calendar that indicates 10 meetings will be held each year, on the first Thursday of each month; these will occur on the LAAP campus with proper notification and assurance that the meetings will comply with statutes. Further, to maintain compliance with the Open Records Act, the applicant group states a person may submit a written request to the custodian/secretary of records and the request will be fulfilled within three business days or as is reasonably feasible (with a timeline provided to the requestor regarding when the request will be fulfilled). 	OPC.39.1 The applicant group provides comprehensive a board meeting schedule including proposed times, location, and a high-level overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.
OPC.40	Appendix 10: Provide a draft of the proposed charter board’s governing bylaws.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 10 includes the bylaws for the Louisiana Academy of Production, outlining its number of board members (no less than 7), meeting frequency (per calendar adopted by board each August), officers (president, vice president, secretary, and treasurer), and committees (academics and operations, auditing and finance, executive/governance, and 	OPC.40.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.

Organizational Plan and Capacity: Charter Board Governance			
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		fundraising/development).	

Financial Plan and Capacity: Operational Management and Leadership

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.41	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In section 3 of the application, the applicant group explains transportation, food, school safety, and purchasing services will be outsourced to providers and overseen by the office manager or the ED, while student records will be school-based, and the ED will manage facilities (e.g., contract/lease negotiations). 	FPC.41.1 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.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • According to the application, the school will contract with a transportation provider to provide pick-up and drop-off services within EBR, and all students will access bus service for field trips. For students residing outside of EBR, LAAP will work with families to develop carpools, rideshares, and alternative transportation plans that ensure transportation is not a barrier. Further, the applicant states transportation services will be established to meet the needs of all LAAP students, including students with disabilities, ELs and economically disadvantaged students. However, these services are not described. 	FPC.41.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.

Financial Plan and Capacity: Student Enrollment and Recruitment

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.42	<p>Describe the strategy to recruit and enroll the intended student population in accordance with Bulletin 126 §2705, including;</p> <ol style="list-style-type: none"> Process, timeline, and requirements for parents and students to apply; Identification of potential barriers to access to the school and explain how the school will mitigate the barriers; Methods by which the school will guarantee the equity of access for all students; Description of the admission policy for the school, including any preferences; and Explanation of lottery procedures (if applicable). 	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the student recruitment plan in the application, priority applications will be open in the fall and accepted between October and mid-December 2024, and rolling applications will be accepted in the winter and spring, beginning in mid-January 2025, until the school is fully enrolled, and a lottery will be held if the number of applications exceeds the number of seats. The applicant states all interested parties and prospective families will have a hands-on student experience, and prospective students are recommended to include a written statement of interest in the production industry as a component of the application submission. However, the application states LAAP will not have any special admissions requirements, so it is unclear how the two separate application windows will be used to enroll students and how the written statement and hands-on experience may impact student admission. 	<p>FPC.42.1 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.</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Potential barriers the applicant group has identified include lack of access to transportation, lack of access to information about the school model, and lack of availability to visit or attend an open house during work hours; to mitigate these barriers, the applicant 	<p>FPC.42.2 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.</p>

Financial Plan and Capacity: Student Enrollment and Recruitment

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>group plans to provide transportation to any student within EBR Parish and support families outside the Parish with creative transportation plans, to hold meetings throughout the day in-person and via Zoom, and to offer training so students and families can understand the career pathway model.</p>	
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> To guarantee equity of access for all proposed students, the application describes plans to translate materials and hold events (in-person and via Zoom) at various times of the day/week; however, the applicant states applications will be made available online, and it is unclear how families without Internet access may access them. 	<p>FPC.42.3 The applicant group details methods by which the proposed school will guarantee equity of access for all proposed students.</p>
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the application, priority applications will be available in the fall, but it is unclear if there are any preferences. 	<p>FPC.42.4 The applicant group describes the admission policy for the proposed school, including any preferences.</p>
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the student enrollment and recruitment section, the applicant states the principal, ED, and a board member will oversee the lottery, with the principal randomly selecting 75 grade 9 students and placing others on a waitlist with seats in upper-grade levels backfilled if they are 	<p>FPC.42.5 The enrollment process identifies the individual or entity who will conduct the lottery if it is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.</p>

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		available so students can graduate on time. However, the preferences used to rank students in the lottery and manage the waitlist are not identified.	
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	FPC.42.6 [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned with the specialized focus of the school.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	FPC.42.7 [Applicable to schools with admissions requirements] Admissions requirements comply with R.S.17:3991(B)(3).1.
FPC.43	Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application narrative, the applicant group indicates that they intend to recruit a student body comprised of 65.0% of students who are economically disadvantaged, which is less than the minimum percentage of 72.8 as outlined in law and policy for the enrollment zone identified. Additionally, the applicant group indicates that 11% of the student body will have disabilities, which is less than the minimum of 14.0% as outlined in law and policy for the enrollment zone identified. 	FPC.43.1 The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum percentages outlined in law and policy for the enrollment zone identified.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • To remain in compliance with required economically disadvantaged and special education percentages, the application indicates LAAP will recruit from EBR middle schools and offer a unique program to attract students who may 	FPC.43.2 The applicant group outlines a plan for ensuring the school will remain in compliance with required economically disadvantaged and special education percentages.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>otherwise select private, homeschool, and selective admission high school options. While LAAP states it projects a student body with demographics representative of the broader Baton Rouge region, the school enrollment will be statewide, meaning LAAP will be required to meet the bar of greater than or equal to 85% of the percentage of demographic groups from the state of Louisiana.</p>	

Financial Plan and Capacity: Facility Needs			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.44	<p>Describe the efforts to date to secure a facility for the school.</p> <p>a. If the applicants have identified a facility, include:</p> <p>i. A description of the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use;</p> <p>ii. Acquired location of the school facility;</p> <p>iii. How it meets the school's needs, including unique features necessary to implement the school design and programming, the number of classrooms required each year, any additional spaces needed to support academic programming, and space requirements for administrative and operational functions; and</p> <p>iv. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed.</p> <p>b. If the applicants have not identified a facility, include:</p> <p>i. 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);</p> <p>ii. Any contingency planning, including the associated costs;</p> <p>iii. Desired or acquired location of the school facility;</p> <p>iv. Unique features necessary to</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	If the applicant group has identified a facility: FPC.44a.1 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including how it meets the school's needs.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	If the applicant group has identified a facility: FPC.44a.2 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	If the applicant group has identified a facility: FPC.44a.3 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	If the applicant group has identified a facility: FPC.44a.4 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not Applicable 	If the applicant group has identified a facility: FPC.44a.5 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.

Financial Plan and Capacity: Facility Needs			
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	<p>implement the school design and programming;</p> <p>v. The number of classrooms required each year;</p> <p>vi. Any additional spaces needed to support academic programming;</p> <p>vii. Space requirements for administrative and operational functions; and</p> <p>viii. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed</p> <p>c. If virtual, please see the addendum for additional questions.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The Facility Needs section of the application states LAAP has begun negotiations to locate at the Celtic Studio site and is working with New School Facilities Partners to secure a facility that is appropriate for the learning environment. 	<p>If the applicant group has <u>not yet</u> identified a facility:</p> <p>FPC.44b.1 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.</p>
		<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The application includes a timeline, beginning with activities in September–November 2023, to secure a facility and complete renovations by August 2025. Activities include determining two to three facility lease options, determining any additional costs aligned with various options (e.g., renovation, extra transportation). However, associated costs and resources to allocate toward renovation are not identified. Further, while the contingency plan states the school has sufficient excess time built into the plan to negotiate and finalize a lease between April 2024 and December 2024, it also states should a contingency option prove more expensive than the first-choice site, the ED and board will leverage the annual budgeting process between May 2024 and July 2024 to account for additional costs. Thus, it is unclear if the applicant group will identify and prepare a facility in the timeline provided. 	<p>If the applicant group has <u>not yet</u> identified a facility:</p> <p>FPC.44b.2 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 outline contingency plans should the applicant group fail to secure a facility in the timeline provided.</p>

Financial Plan and Capacity: Facility Needs			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The application includes a table that summarizes space requirements, including four classrooms in Year 1 and expanding by four until full scale is met in Year 4; five administrative spaces (expanding to six in Year 2) a maker space (two in Year 3) that may be used for courses such as costume and set design; one tech space (two in Year 3) for courses such as grip, camera, and sound editing; one multipurpose room (cafeteria and auditorium), one onsite kitchen or food service space with warming stations; one storage/equipment room; and access to flex space at Celtic Studios for advisory as needed in Years 3 and 4. 	<p>If the applicant group has <u>not yet</u> identified a facility: FPC.44b.3 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location and how it meets the school’s needs.</p>
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, LAAP will keep and maintain records of all public and private facility purchases, codify sources of funds, and conduct an annual inventory. In the case the charter is revoked, the applicant states all purchases/assets procured with public funds will become the property of the chartering agency. 	<p>If the applicant group has <u>not yet</u> identified a facility: FPC.44b.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>

Financial Plan and Capacity: Financial Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.45	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. Provide evidence of anticipated fundraising contributions, if claimed in the application, as Appendix 11 .	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Projections are largely based on accurate, conservative, and legally compliant assumptions; however, the financial plan provided by the applicant group did not provide sufficient details as to how all revenues and expenses were calculated. The applicant's financial plan includes roughly \$1M in Year 1 of operations attributed to contributions from New Schools for Baton Rouge (NSBR) and New School for Louisiana (NSL), however, the applicant group does not provide evidence of a guaranteed commitment. Additionally, the applicant group does not provide any explanation or accounting for student attrition, with assumptions that each grade will maintain enrollment of 100 students in each year of the proposed charter term. The budget accounts for earned interest on a savings account but does not provide evidence of funds in savings. There are no calculations to help gain clarity on expense lines. No calculation detail was included in the personnel lines to clarify the salaries for each position. For example, in the Executive Director/Principal line, 2 FTEs are budgeted for, though it is unclear at what salary each position is budgeted. Other than personnel (OTPS) lines include assumptions that may be reasonable, however there is insufficient 	FPC.45.1 Projections are based on accurate, conservative, and legally compliant assumptions.

Financial Plan and Capacity: Financial Plan

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<p>detail in assumptions provided, and therefore, it is not feasible to evaluate whether these assumptions are conservative and accurate. Finally, given the unique nature of the school's program and focus on production, there are no clear allowances for production and film-specific equipment and supplies, which could carry significant costs.</p>	
		<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group budgets for essential services and adequate costs to implement the basic educational program; however, there is no mention or evidence of production and film-specific equipment such that the school can fulfill its mission and vision. 	<p>FPC.45.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</p>
		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The school has presented a budget that contains a surplus in every year, except Year 2, which shows a deficit of \$73,000 according to the operating statement, which can be covered by reserves accumulated in Year 1. Surpluses in Year 1 and Years 3–5 (ranging between \$117,000 and \$1.6M) amount to an accumulated balance of \$4M over the course of the proposed charter term, allowing the school access to adequate liquidity. 	<p>FPC.45.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.</p>
		<p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Not applicable 	<p>FPC.45.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.</p>

Financial Plan and Capacity: Financial Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies a proposed location for the school in Baton Rouge, co-locating with Celtic Studios production company. The narrative discusses classroom, office needs, maker spaces, and spaces for the career pathway program. The figures used in the financial plan seem reasonable in terms of rent/lease and maintenance costs, and the application identifies that the applicant group is vetting other options to account for contingencies. 	FPC.45.5 Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies a grant from NSBR and NSL of \$1M, however, the group does not provide evidence that the funding source is guaranteed. 	FPC.45.6 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.
FPC.46	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.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies that it will work with its back-office services provider to identify potential cuts to expenses in the event that revenues are lower than expected and identifies the production careers pathway as a potential item to reduce expenses. However, the applicant group does not provide sufficient detail to demonstrate the extend of those costs and/or how that might impact the overall program and staffing model. Therefore, it cannot be 	FPC.46.1 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.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		ascertained if the contingency plan is likely to succeed.	
FPC.47	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 12 .	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states that it plans to partner with a third-party back office financial and operations service provider and provides a description of services that will be required. 	FPC.47.1 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.
FPC.48	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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a clear description of the process that will be used to develop the annual budget, which includes a reasonable timeline and the participation of appropriate stakeholders, and the group provides a clear description of how it will be monitored and modified based on actual enrollment after October Count Day. 	FPC.48.1 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable. 	FPC.48.2 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.
FPC.49	Appendix 13: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a comprehensive description of the types of insurance to be procured and coverage amounts, which appear to be aligned to LDOE's Charter School Pre-Opening Insurance Requirements. 	FPC.49.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
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.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The high school addendum states, in alignment with the LAAP mission, all students will be required to participate in a production career pathway program; the applicant group considers courses offered via the production career pathway essential and states the courses are aligned with the school model and mission and designed to offer students broad exposure to the production industry and potential career pathways. Additionally, Appendix 15 includes a table delineating the CTE elective credit courses (and required core courses) for each of the four pathways (post-production, technical, craft, and business of entertainment). 	<p>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.</p> <p><i>*Non-Essential = Coursework NOT required to meet graduation requirements</i></p>
HSA.2	<p>What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally:</p> <p>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);</p> <p>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, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success;</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The high school addendum explains LAAP plans to offer courses aligned with TOPS University graduation diploma, including the production career pathway program. Further, the program will be achieved through core courses, elective courses, and Jump Start offerings aligned with the four production-industry career pathways offered at LAAP. 	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and IB and Cambridge Courses that will be offered to students.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The high school addendum states LAAP's school model is designed to ensure all students can meet the 	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

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	<p>c. Provide a description of the process by which students will select their desired diploma pathway;</p> <p>d. What supports will be offered to students in their selection process; and</p> <p>e. Methods by which the school will guarantee equity of access for all students.</p>	<p>requirements of the TOPS University diploma pathway in four years or less; transitional grade 9 students will be able to graduate in five years. Further, as shown in Appendix 14, course progression at LAAP is designed so that students in grades 9 and 10 achieve as many TOPS University credits as early as possible, allowing them to select a career pathway in grade 11 and enroll in multiple elective CTE courses in grades 11 and 12.</p>	<p>four years or less (five for Transitional 9th-grade students).</p>
		<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> As stated in the high school addendum, LAAP, inspired by Roybal School in Los Angeles, chose its college preparatory program and industry production pathways model to achieve its mission. The applicant states Louisiana continues to demonstrate its investment in the entertainment industry, indicating myriad relevant post-secondary opportunities (i.e., the Louisiana entertainment industry supports over 10,000 jobs with average salaries of \$67,000; of the 35 public and private colleges and universities in the state, 17 offer some form of film production, film studies, or digital media). Furthermore, the application states, Louisiana created the Entertainment Development Fund in 2017 to support film education initiatives, workforce development programs, and filmmaker grants, awarding over \$3.9 million to institutions across the state. 	<p>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.</p>

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the high school addendum, in addition to the TOPS University Diploma, all LAAP students will be offered four certificate options, and the process to select the pathway will be consistent with LDOE's Individual Graduation Planning process and Bulletin 741. Additionally, an LAAP school advisor/counselor will meet with students as they end grade 10 to walk through a planning process that includes the parent and IEP team (if applicable) and results in students selecting their career pathway. The process also includes a discussion of the student's career aspirations, interests, and strengths as a results of the two years of exposure. 	HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in the high school addendum, the individual graduation planning process will guide course selection, reinforce the exploration of academic and career possibilities, support students in navigating decisions about their post-secondary education and workforce plans, track courses and graduation requirements, and connect personal interests with student academic planning. 	HSA.2.5 The applicant group describes the supports that will be offered to students during the selection process.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet	HSA.2.6 The applicant group explains the methods by which the proposed school will guarantee equity of access for all students.

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<ul style="list-style-type: none"> While the high school addendum states all planning processes and resources are offered to students in multiple languages and that members of the students' IEP team will join a student's planning process, the methods to guarantee access for students with disabilities and ELs are limited and do not consider all students. 	
HSA.3	<p>Appendix 14: 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.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 14 includes a table that outlines course offerings by diploma type. For example, the table shows course requirements include 4 units each of English, math, science, and social studies; 2 units of world language; 1 unit each of financial literacy and art; 1.5 units of PE, .5 units of health education, 2 units of ACT Prep, and 3 to 8 units of electives, for a total of 24 minimum units by graduation. The table shows how the units are acquired over a four-year period. 	<p>HSA.3.1 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).</p>
HSA.4	<p>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.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum, the applicant states students may take courses toward their pathway on or off campus (at a local college, university, industry institution, or business); additionally, students will take ACT preparation courses in grades 9–12. Appendix 15 outlines the Production Career Pathway Program courses by year (SY 2025–2026 through SY 2029– 	<p>HSA.4.1 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 provides a rationale for each one identified.</p>

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		2030) and grade level.	
HAS.5	Appendix 15: Using a table, identify by grade level and first five years of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses you will offer to students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 15 includes a table with four columns (one per grade level) for each of the four pathways and rows that delineate CTE elective and required credit courses. For example, the craft career pathway shows grade 10–12 students may take Carpentry I and II, Clothing and Textiles, etc., and are required to complete an internship in grade 12. 	HSA.5.1 The applicant group provides a table to identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students.
HSA.6	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: <ol style="list-style-type: none"> Describe the reasoning for those selections; How those selections will result in career opportunities for the proposed student population; The use of community resources (if applicable); and How the budget will support the additional trainings and/or certifications needed. 	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the high school addendum, all students will take industry-based career pathway course assessments that were selected from local entertainment industry advisors and experts, local academic advisors, and union professionals, including basic and advanced AVID, basic and advanced Adobe, and statewide MicroEnterprise. However, while the addendum states Appendix 15 includes a complete list of assessments, the assessment list is not found to show which IBC assessments will be offered to students on a Jump Start 2.0 pathway. 	HSA.6.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The high school addendum explains the proposed school's industry-based career pathways were selected from local 	HSA.6.2 The applicant group provides a strong rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider local career opportunities, availability of community partnerships, additional teacher training and/or

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		entertainment industry advisors and experts, local academic advisors, and union professionals, and the industry credentialing assessments are those that students need to enter the local film and television production industries and are for the most in-demand local production industry jobs. However, the response does not consider availability of partnerships, additional training, and/or certification needs.	certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.
		<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states this section is Not Applicable; however, all applicants must explain how they will use community resources to assist with specific Jump Start 2.0 pathway(s). 	HSA.6.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s).
		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As stated in the high school addendum, the costs for nine credits of production career pathway courses and industry-based credentials are represented in the budget in several ways: career pathway teachers are included in the staffing model as non-core; the PD line item includes training and additional certification for career pathway staff; and associated costs (e.g., IBC testing fees) are included in line items for materials and supplies (tech and textbook, etc.). Further, the applicant states LAAP is fortunate to partners with Celtic Studios, which has offered access to amenities to support hands-on learning. 	HSA.6.4 The applicant group explains how their annual budget will support the additional trainings and/or certifications needed.

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
HSA.7	Appendix 16: List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Appendix 16 includes a list of industry-based credentials (advanced and basic) aligned to CTE course pathways, including but not limited to Adobe Certified Associate Visual Design Specialist, Unity-Certified User: Programmer, AVID ProTools User, and NCCER (Electrical). 	HSA.7.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
HSA.8	Explain what systems and structures the school will implement for students at risk of dropping out.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The high school addendum describes systems and structures to minimize drop-out risk. These include engagement (e.g., relevant learning experiences), attendance (with a dedicated registrar and student advisor to take daily student attendance), mental and social-emotional needs (e.g., a daily advisory period or counseling with the social worker as well as child and Family Teams), and substance abuse prevention. 	HSA.8.1 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.

Corporate Partnerships Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
CPA.1	<p>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).</p> <p>Appendix 17: Provide a draft copy of the MOU/contract.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	<p>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.</p>

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
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.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
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. Explain the conditions under which the contractual relationship may be terminated.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.
ESPA.4	Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including: <ol style="list-style-type: none"> List any current or past litigation, including arbitration proceedings, that has involved the organization. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer. 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. Please explain the circumstance surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents. <p>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • 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.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	information shall result in immediate disqualification from the application process.		
ESPA.5	Appendix 18: 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.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.5.1 There are no material findings in the ESP's most recent audited financial statements.
ESPA.6	Appendix 19: Draft ESP MOU or Contract	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.6.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	ESPA.6.2 The ESP cannot control board membership.

Virtual Operator Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
VOA.1	Identify the Learning Management System that will be used.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.1.1 The applicant group identifies the Learning Management System to be used and outlines the decision-making process employed to select the identified system.
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 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.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.).
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21).
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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

Virtual Operator Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
			Internet safety and filtering practices and policies.
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 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.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.3.4 The applicant group provides the plan for health screeners.
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.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.4.1 The applicant group outlines the clear process to document and monitor student attendance and engagement with the LMS.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.

Virtual Operator Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
VOA.6	<p>Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:</p> <p>a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);</p> <p>b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high need teacher specialties;</p> <p>c. A process on how the school will service those students requiring related services;</p> <p>d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and</p> <p>e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <p>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</p> <p>b. If the applicants have not identified a facility, explain the plans for securing a</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	<p>If the applicant group has identified a facility:</p> <p>VOA.7a.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.</p>
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	<p>If the applicant group has identified a facility:</p> <p>VOA.7a.2. The applicant group provides a thorough description of the current state of the</p>

Virtual Operator Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	<p>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;</p> <p>c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and</p> <p>d. A plan to provide at least 20% of instruction to struggling students in-person.</p>		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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has identified a facility: VOA.7a.3. The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has identified a facility: VOA.7a.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has identified a facility: VOA.7a.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has <u>not yet</u> identified a facility: VOA.7b.1 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended

Virtual Operator Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
			student population and community as outlined in the charter application.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has <u>not yet</u> identified a facility: VOA.7b.2 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.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has <u>not yet</u> identified a facility: VOA.7b.3 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.
		<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	If the applicant group has <u>not yet</u> identified a facility: VOA.7b.4 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	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.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not Applicable 	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.

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EPC.6.5 - LAAP is currently formalizing partnerships in direct alignment with and support for our mission and vision. INDSTRY is a nonprofit network that connects production and media CTE high schools across the country. INDSTRY will provide LAAP leadership with the curricular and technological training required to execute our common vision of providing exceptional film and television production programming to diverse bodies of high school students. Celtic Media is a Baton Rouge-based film and television studio that will support LAAP in securing a school facility and industry-based internship opportunities for its students. In alignment with our vision for college readiness, LAAP will partner with local colleges and universities to provide on-campus experiences during high school and connections to staffing recruitment pipelines. Finally, our foundation partners will provide critical philanthropic funding to support the school, particularly in our initial years as we build toward a model of sustainability. **EPC.9.2** - The Roybal school is the inspiration for LAAP, but is not the singular basis of the schools' model. The charter application includes significant evidence-based research justifying the CTE, curricular, and project-based approaches that constitute the LAAP model. Specifically, see references to research throughout the application on p. 8 (graduation rates related to CTE programs), p. 11 (project-based teaching and learning), p. 12 (research-based approach), pp. 66-67 (meeting the requirements of the college preparatory program), p. 68 (post-secondary readiness and success), and p. 70 (engagement). **EPC.10.1** - As stated in the charter application, p. 15, "since no Tier-1 Science curriculum currently exists for high school in Louisiana, LAAP plans to implement inquiryHUB and OpenSciEd, two curricula currently being studied by the LDOE. Should the state identify a Tier-1 science curriculum before our opening in 2025, LAAP may shift to use a state-supported provider instead". As these curricula are *in review with the LDOE*, the state report will provide a detailed description of the alignment with state standards. LAAP will use this report to ensure any standards not covered by the curricula are taught via other sources. **EPC.11.1** - Per the charter application, p. 15, "[o]n Wednesdays, students will use the last block of the day for internships, field trips, and to continue working on their hands-on learning projects and digital portfolios, with the ability to conference with teachers as needed." This block of time is shown in the student schedule, Appendix 2, p. 110. Additionally, internship opportunities and co-curricular courses are included in the Course Offerings, Appendix 15, p. 181. **EPC.11.2** - CTE and career pathway courses will be taught by staff included in the charter application budget. Partnerships with INDSTRY and Celtic will include access to the training, technology, and supplies necessary for this coursework. Partnerships with universities and nonprofits may also be leveraged for adjunct staff to teach highly specific CTE courses. Additionally, INDSTRY's online curricula, Smashcut, described in the application, offers in-depth and hands-on lessons related to media and production courses. **EPC.12.1** - Per the overview template, in LAAP's first four years, the school will enroll a total of 400 (100 students per grade). By year 8, the school will grow to full capacity, with a total of 600 students (150 per grade). The student to teacher ratio stated in the application (each core subject class having 25 students and a teacher-to-student ratio ranging from 19:1 to 25:1 for core subjects and 12:1 to 17:1 for specialized production career pathway courses) is consistent both at 400 students and at 600 students as, consistent with the budget and staffing plan, the number of staff increases as the student population rises. **EPC.13.5** - As described on p. 37 of the application, during the annual leadership retreat, the leadership team will "review school goals, community data, historical data, and high school accountability requirements to develop annual academic performance goals. The ED and Principal will determine evaluation systems and tools to be implemented to measure and track success. The Principal and Assistant Principals will set

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goals for student graduation pathways." This retreat will also inform any changes to the school model, curricular choices, PD, and programmatic offerings. **EPC.14.2 and EPC.15.2** - The detailed staffing plan, included in the budget, aligns directly with the student schedule and organizational plan. LAAP's staffing plan (number of each type of staff member to be hired over time) is embedded in the Operating Statement of Activity in the budget, as required.

Additionally, the organizational chart is further described in the org chart narrative section of the application, pp. 31-34. This staffing plan aligns directly with the submitted organizational charts (Appendix 7, p. 123), which, according to the LDOE Charter Application Review, meet the evaluation standards (OPC.25.1 and OPC.25.2).

EPC.15.1 - The calculation of minutes in Appendix 3 was made in error. LAAP will correct this error to add an EL Math push in during Math Labs on Tuesdays, increasing the total weekly support time to **600 minutes**. All of the anticipated support minutes are contingent on the needs of the enrolled students and their performance on the ELPT. Should ELPT level 1 or emerging students enroll in the school, shifts in EL support will be necessary in order to ensure students are provided direct instruction for language acquisition at the appropriate level. **EPC.16.1** - LAAP would like to correct this error - the total number of support time minutes should have read **600 minutes**. Based on the IEP service minutes of enrolled students, some adjustment to instructional setting may occur during lab time to ensure compliance. Additionally, some core content support may also shift in direct response to specific IEP services required. **EPC.16.2 and EPC.17.1** - Per the submitted budget, at four grades of 100 students per grade and assuming 11% students with disabilities (44 total students) and 5% EL (20 total students). At this size, there will be 1 SPED coordinator, 2 fulltime SPED teachers, 2 "other" teachers who could be assigned as ELL or SPED depending on student population and need, and 3 fulltime therapists/specialists/counselors. Special education teachers will provide case management and instructional support. When operating with fewer grades, in years 1-3, Tier 2 and 3 interventions will be provided by core content instructors, SPED and ELL teachers, and potentially the SPED coordinator as needed. The Special Education Coordinator is accounted for in the budget in the Special Education Teachers line, as this staff member will also be a certified teacher. In Year 1, the budget also includes funding for outsourced professional services and PD. These costs will be determined based on the needs of our incoming students. Should student need warrant additional funding for specialized contract support, the school will consider accessing the reserve and consider re-budgeting to align staffing with student needs. **EPC.17.3** - As described in the charter application, p. 20, LAAP "will meet weekly and employ a variety of program monitoring and tracking systems to...evaluate overall program efficacy". To evaluate quality of practices across tiers, the RTI team will use "student assessments and teacher academic and behavioral data". If the RTI team determines a need for a "quality review" (p. 20), the team will evaluate the program using the following guiding questions, aligned with best practice: (1) Is our core curriculum adequately supporting students? (Metric of success: 80% of students are on track to meet grade level expectations and require tier 1 level of support); (2) Is our core curriculum supporting students equitably? (Metric: % of students on track to meet expectations by different demographic groups is relatively even across subgroups); (3) What is the quality of tier 2 and tier 3 support? (Metric: more students moving down to less intensive support than moving up to more intensive support within a screening period). **EPC.17.4** - Safeguards for preventing over-identification include staff training and progress monitoring. As detailed on pp. 36-39 of the application, teachers will receive training on racial and linguistic implicit bias and culturally responsive pedagogy as a safeguard to overidentification. Additionally, teachers will be provided

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professional development in Universal Design for Learning (UDL) and academic language/vocabulary instruction in order to support all learners within the school. Finally, the school will utilize the LDOE guidelines on identifying significant disproportionality as part of progress monitoring to prevent over identification. **EPC.17.5** - Should data suggest that subgroup disproportionality and/or over-identification occurs, the following corrective actions will be taken. As described on p. 20 of the application: (1) A root cause analysis will be conducted and (2) targeted professional development will be provided for individual faculty and school-wide teams as necessary. Additionally, the RTI team will conduct an MTSS quality review, as described in EPC.17.3. **EPC.18.1** - As described on p. 19 of the charter application, LAAP will ensure early evaluation of all students. "The process of identifying struggling students begins at the **beginning of each school year** when all students take the NWEA assessments in Math, ELA, Writing, and Science and teachers administer the universal screener. **These early diagnostic assessments help teachers understand all the students' baseline academic data and highlight their areas of strength and growth.** In addition, teacher observations and inputs are used to identify struggling students as the school year progresses and teachers better understand each student's academic profile." To ensure students are evaluated accurately and early, progress monitoring for tiered interventions will occur on 6-week intervals so that each student receives the targeted tiered intervention for 6 weeks with fidelity before being considered for an increase, decrease, or maintenance of the intervention. Should a student with clear and significant academic, behavioral, or physical needs enroll in the school with or without an out-of-state or expired IEP, 504, or report of RTI from another school, the school will expedite this process to ensure they enter into and move through the process at an appropriate rate and/or provided with an interim plan so that they do not fall further behind due to a lengthy process. **EPC.18.4** - LAAP's plan is to hire certified teachers and/or teachers on a certification pathway. This includes special education certifications for special education teachers and the Special Education Coordinator. The Special Education Coordinator will be responsible for oversight and compliance of student support services including RTI, SPED, and 504 programs. They will serve on the leadership team and be an integral member of the instructional team. They will support the development of all teachers in serving the diverse student body and support testing. Special education teachers will maintain caseloads of students with IEPs and be responsible for the ongoing maintenance and development of compliant files as well as serve as the point of contact for families of students on their caseload. They will also provide special education instructional service minutes and utilize various methods to ensure ongoing collaboration with teachers they teach with and who provide support to students on their caseload. **EPC.18.6** - In alignment with the LDE's Special Education Processes and Procedural Safeguards guidebook, following the evaluation process (detailed on p. 21-22 of the application), the IEP team will work together to build an Individualized Educational Plan. To ensure that all IEPs contain rigorous goals and instructional plans, LAAP will provide extensive training and professional development for all staff on core content and differentiation and will ensure progress monitoring of all students with IEPs. Specifically, Special Education teachers will be provided with ongoing professional development to ensure effective IEP writing, instructional practices, and authentic compliance. Beginning of the year PD will include the basics of authentic compliance and effective IEP goal writing and progress monitoring as well as full staff PD on accommodations and modifications within the Tier 1 curriculum. **EPC.18.8** - Multiple preventative measures are described in the charter application to control for over-identification by subgroup. If data shows over-representation has occurred, should data suggest that subgroup

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disproportionality and/or over-identification occurs, the following corrective actions will be taken. The school's SCLC team, along with academic and behavioral leads, with the support of consulting services, as necessary, will conduct a review of the school's implementation of Tier 1 instruction, PBIS, and other Tier 1 systems. The team will also review the school's comprehensive screening and intervention plan. The team will then develop updated systems, plans, and practices and provide full team and individual professional development to resolve any issues uncovered in the review. **EPC.19.2** - To ensure that English Learners are not inappropriately identified as students with special needs, the RTI team will (1) ensure all assessments are provided in native languages, (2) progress monitor all students with IEPs at least 2x/week to ensure fidelity in providing the determined evidence-based interventions and to limit misidentification, and (3) ensure that special education evaluations are completed by certified diagnosticians or education psychologist who utilizes materials and testing in the student's native language. **EPC.19.3** - LAAP will implement standards-based instruction for ELs that align with best practice. As described on p. 24 of the application, LAAP will implement the best practices of working with certified ESL teachers to provide services for EL students. Additionally, also stated on p. 24, LAAP will engage in the best practice of providing school-wide EL professional development and training to all staff. What's more, LAAP's project-based learning methodology is a best practice for engaging students with a broad range of needs, including English Learners and multilingual students. Finally, EL and general education teachers will use Universal Design for Learning (UDL) and an increased focus on academic vocabulary within core content. EL teachers will collaborate with general education teachers at the unit level to ensure access and develop learning aides and tools to support instruction. **EPC.19.4** - In accordance with the LDOE ELPT Proficiency Trajectory guidelines, students will be considered eligible to exit the EL program once they have reached Level 4 in all domains on the ELPT. Students performing at levels 1-3 on the ELPT will continue to receive targeted instruction in language acquisition. Students performing at level 4 on the ELPT will continue to be monitored by EL staff and provided interventions on an as-needed basis and specifically when grades in a specific class are lagging. Students performing on a level 5 will not require ongoing progress monitoring or ELPT testing. These students' families will receive communication in accordance with LDOE guidance (for example, the "EL Reclassification (exit) Letter" provided on the English Learner page of the LDOE website) to notify them of this. **EPC.19.5** - As noted on p. 24 of the application, the efficacy of the English Learner program will be evaluated by tracking student data. Specific metrics for each of these indicators will be developed by the Principal, Executive Director, and EL teacher(s) once baseline data is available. In LAAP's early years, baseline data may include results from high schools in the surrounding geographical region. The school will also evaluate meaningful communication with EL families via annual surveys (translated in home languages). In accordance with the LDOE English Learner Handbook, LAAP will also use the USDOE Tools and Resources for Evaluating the Effectiveness of a District's EL Program to conduct an annual evaluation of effectiveness. While this guide provides clear tools and processes for evaluating EL program efficacy, it does not provide a definition of student progress within a "reasonable" amount of time. LAAP will evaluate EL student progress and compare to other subgroups in order to assess "reasonable" student growth. Additionally, EL program effectiveness will be monitored throughout the year Using the same progress monitoring schedule as the RTI program, data will be collected 2x/week and reflection on increasing, decreasing, adjusting, or maintaining interventions will be completed every 6 weeks by the EL team. **EPC.19.6** - As described throughout the application, to ensure equity of access to all school programming and

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extra-curricular activities, it will be LAAP's protocol to make translation services and additional supports necessary. In addition to providing language services, LAAP will provide an option for in-person or virtual report card conferences and school meetings to ensure accessibility for families. Additionally, varying times/days will be offered for all events where family is asked to attend in order to increase access and work for family schedules. Paperwork sent home will be in home languages and will include methods to discuss the content by phone or virtually connect with a point of contact with home language proficiency or with translation services. **EPC.20.1, 20.2, 20.3** - As stated in the application, p. 25, the school will not offer a traditional gifted and talented program. As such, per the prompt aligned with this section, this entire application section does not apply. **EPC.23.1** - LAAP will ensure equity of access by ensuring that opportunities for engagement vary by time, type, and response options. For example, those described on pp. 28-30 of the application - online surveys (in multiple languages), breakfasts with the principal, in-person and Zoom conferences and board meetings, school-based volunteering, and classroom observations. **EPC.24.2** - The Roybal School, an inspiration for LAAP, is in year 3 of operation and does not yet have applicable baseline performance data. As stated on pp. 30-32 of the application, the rationale for all academic goals is to align with the school vision, to be ambitious, and to align to state regulations. Further, these goals were developed using baseline data from schools and districts across the state of Louisiana, including an in-depth analysis of Media / Production CTE programs across the state, included on p. 6 of the application. **OPC.27.1** - Per the application, LAAP plans to leverage programmatically-aligned recruitment pipelines (those focusing in CTE and PBL) and our board of directors, who have extensive industry connections, for staff recruitment. Our board chair is a media professor at LSU and the film commissioner of Louisiana; another board member is a director of the largest media training program for youth in the state and is a producer at Warner Brothers. The ED has developed an extensive staff recruitment plan, including skill-based and demographic hiring targets over time, that will begin execution in fall 2024. **OPC.28.1** - **Since the submission of this application, LAAP has made two major strategic changes: (1) we have hired a new Executive Director, Fallon Ward, and (2) we have decided to open the school in Fall of 2026 instead of Fall of 2025.** Ms. Ward joins LAAP with 15+ years experience as a leader and educator in Louisiana. With specific educational expertise in Administration and Special Education, Ms. Ward has supported the growth of students and improved outcomes in all school-based positions. **OPC.28.2** - As a school administrator and as a leader at the Louisiana High School Athletic Association, Ms. Ward has held leadership positions in which she has held a high level of responsibility and accountability for academics, operations, and compliance. Like most educators, while Ms. Ward has not held a high-level finance role, LAAP plans to include a third party finance and back office service provider as an integral advisor to the school leadership team. **OPC.29.1** - Per p. 36 of the application, differentiated coaching will be based upon individualized staff goals and observations. **OPC.30.2** - While LAAP plans to add additional board members with academic experience to our team, current membership represents a broad range of academic expertise, including experience in public charter schools, school districts, teaching, and youth program design and execution. Please see the resumes, included in Appendix 9, for evidence. Justin Blanchard worked for more than a decade in schools, school districts, and the state department of education. In his role as the Executive Director for the Capitol Education Foundation, he led the transformation and turnaround of one of the state's most chronically underperforming schools. Additionally, per the enclosed resume of Katie Patton Pryor, Ms. Pryor has served as an adjunct professor at Louisiana

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State University since 2020, where she teaches a course on the Business of Film. Finally, per the enclosed resume of Stevee-Rayne Warren, Ms. Warren has served on staff at NOVAC for nearly 10 years; NOVAC is a youth media program that designs and executes in-school CTE programs, internships, summer camps, and after school programs. Ms. Warren designs and implements training programs for youth to begin careers in the production industry. **OPC.37.2** - The back office service provider must: have a record of success in providing financial and operational services in compliance with Louisiana charter school regulations and policy; demonstrate alignment with the school mission and vision; have a record of success serving schools as a strategic partner, not just a service provider; and demonstrate that the organization and core team members have experience with executing the full range of services needed by the school. During LAAP's start-up years, the leadership team will evaluate companies such as 4th Sector and EdTec, whose services align with our priorities and are affordable within the amount allocated. **FPC.41.2** - The LAAP ED will leverage our start-up years to coordinate with an identified transportation provider to ensure that transportation is available to and meets the needs of all students. The leadership team will evaluate companies such as First Student, Inc, whose services are affordable within the amount allocated to transportation. **FPC.42.1** - As LAAP is located in Baton Rouge, our enrollment timeline and process was designed to align with EnrollBR, the common application timeline/process for charter schools in the community. The two application windows align with the EnrollBR common application process, which also has two application windows. The written statement simply allows LAAP to learn more about prospective students and their interests and does not impact student admission. **FPC.42.3** - Families without internet access may obtain paper applications at the school site and at all student enrollment events. **FPC.42.4, 42.5** - LAAP is an open-enrollment school with no admissions preferences except a preference for siblings of existing students. In alignment with EnrollBR's process, sibling preference will be applied both during regular enrollment and to the waitlist process. To ensure equity of access for all families, it is important to LAAP that the school implements an enrollment process consistent with the most utilized common process in the geographic region. **FPC 43.1** - As explained on pp. 60-61 and throughout the charter application, LAAP intends to locate in EBR, but, as a Type 2 charter school, will be open to students across the state of Louisiana. As such, the demographic requirement for LAAP's student body would be subject to the requirement of 85% of statewide enrollment. *Following submission of this charter application, the law was changed to require charters to enroll at 70% of the enrollment zone.* According to both the law in its earlier iteration and to the new law, LAAP's demographic projections exceed minimums in every category. **FPC.44b.2** - Since submission of the charter application, the school has decided to open in August 2026, rather than August 2025. The additional year for start up will allow for sufficient facility planning and execution, including the development of multiple contingency plans. LAAP's ED is actively partnering closely with NSFP to determine creative facility solutions. **FPC.45.1, 45.2, 45.6** - **Based upon the evaluative comments, the LAAP budget projections are based on accurate, conservative, and legally compliant assumptions.** In alignment with policy, NSBR and NSLA do not provide guaranteed financial commitments for charter schools prior to BESE approval. As described in the enrollment section, LAAP does assume some student attrition, but will backfill all empty seats on a regular basis. The LDOE budget template and directions did not require calculation detail. The budget includes lines for materials and supplies, other supplies, and leased equipment - all which will contribute to production and film specific equipment and supplies. As discussed, LAAP also plans to leverage industry and college partnerships to allow students frequent access

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to the top-tier equipment and technology used in real-world production settings. **FPC.46.1** - As an experienced team, LAAP understands that contingency planning is differentiated by scenario and must be highly responsive to the specific cause of lower revenues and/or higher expenses. The contingency action plan will correlate directly with the extent of the budget deficit and will prioritize the best interests of students and the continuation of the vision and mission of the school. The LAAP team will examine all variable costs associated with the school and make necessary cuts with a priority on maintaining the academic integrity of the school. **HSA.2.6** - As an intentionally diverse school, LAAP prioritizes equity of access to programming for all students. We also recognize that students with disabilities and ELs will have individualized needs and plans for support, as such, methods will be individualized to align with these student's particular needs. All courses will be available to all students at the school. To ensure that all students are able to access the curriculum in each course, LAAP will employ multiple accessibility methods, including:co-teaching and collaboration between core course teachers and EL and Special Education teachers; targeted support to ensure success across all required classes; accommodations and modifications to curricula; and the application of the April Dunn act when necessary. **HSA.6.1** - The industry-based career pathways and course progressions selected for LAAP are flexible, in that they meet both TOPS University and Jump Start 2.0 requirements. While all LAAP students will graduate with a TOPS University Diploma, the IBCs listed also meet the requirements for Jump Start 2.0. LAAP elected not to offer a Jump Start-only pathway to students at the school based on guidance from industry professionals to increase alignment with available post-graduate roles in the production field. It should be noted that course selection at LAAP was executed with agility in mind - the chosen IBCs align with and may be leveraged for a JumpStart2.0 pathway, though our intention is for all students to earn a TOPS University Diploma. **HSA.6.2** - LAAP's industry-based career pathways were carefully selected based on the advice from local industry leaders, to align with the most in-demand production industry jobs. With 10,000 high-wage, high-demand jobs in Louisiana's film industry, there is vast opportunity for LAAP to attain partnerships, and access additional training and/or certification needs. Our course progressions have been designed with career opportunities in mind, and with our earned IBCs, students will be able to access a career pathway that allows them to either directly enter their career field or to receive additional training for certifications while working or pursuing post-secondary education. In alignment with the updated school accountability framework (new in June 2024), LAAP will work with local industry leaders to offer work-based learning through internships related to their course progression. Knowing that industry needs will shift and evolve, LAAP will also convene, at minimum, twice annually, with industry leaders and the Baton Rouge Area Chamber of Commerce, to ensure that LAAP courses, certification, and internship offerings continue to align with partnership, training, and certification needs for the entertainment and film industry in Louisiana. Per the charter application, adjustments to course and program schedules will be made annually, during the leadership retreat. **HSA.6.3** - LAAP intends that all students will graduate with a TOPS University Diploma. However, the IBCs and course pathways were chosen with Jump Start 2.0 requirements in mind. Community resources aligned with industry careers will be used to assist with providing these pathways. For example, LAAP's location at Celtic Production Studio and partnerships with local industry advisors and experts give direct access to local community and industry resources. In alignment with the updated accountability framework, LAAP will partner with Celtic Studio and university partners to provide work-based learning through internships, college-level coursework, and aligned registered apprenticeships.