

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Empower Generations

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Empower Generations supports pregnant and parenting teens to meet their individual goals through a whole person, whole family approach. Empower Generations provides pregnant and parenting teens a trauma-informed environment to explore and gain confidence in the unique challenge of young parenthood. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements, including internship, online courses, independent study, and one-on-one support. Learners realize their potential as confident parents, engaged learners, and active community members while working toward a high school diploma and gaining invaluable real-life experience.

The mission of Empower Generations is to collaborate with learners in health and wellness, lifelong learning, college and career readiness, and community partnership. In doing so, learners become self-directed leaders, problem solvers, creators, collaborators, innovators, and active community members. We accomplish this through a rigorous, relevant, and attainable education program that blends independent study, community experience, and one-on-one support based on the Common Core Standards. We celebrate and foster learners' individuality, and support them in discovering their highest potential in the environment that best suits their needs.

The vision of Empower Generations is that all learners will possess the knowledge, skills, and confidence to achieve health and wellness, raise healthy and happy children, master academic standards and develop a deep understanding of subject matter, and collaborate effectively with the community in which they live. All learners will graduate with an awareness of and preparedness for the endless possibilities of their future while meeting rigorous and attainable graduation requirements.

Empower Generations gives priority admission to pregnant and parenting teens. Because of the unique nature of pregnancy, enrollment occurs throughout the year. Empower Generations boasts a diverse population that mirrors the demographic statistics of teen pregnancy in Antelope Valley, although limited to no data is kept on teen fathers.

Empower Generations has enrolled learners that have been continuously pushed out of traditional childhood experiences and positive school experiences. Student transfer records indicate that a majority of learners chronically struggle with attendance, GPA, stable housing and family situations, and discipline in traditional school settings. Many of our learners come to Empower Generations from packet-based, credit recovery charter programs deficient in credits and weary of learning. Through looking at our own data (GPA, credits, truancy, discipline records, and intake interviews) and national studies, we know pregnancy/parenting is often a side-effect of much deeper needs. Our program is not only designed to help young parents navigate education and parenting but also reframe learning. We are a strength-based program. As such, we do not classify any of our learners as "at-risk". Rather, we see and treat all of our learners as "at-promise". Our learners are resilient, passionate, and motivated. Through a trauma-sensitive lens, personalized learning, an emphasis on health and wellness, and many community partnerships, we take a whole-child, whole-family approach to learning. Our personalized learning program allows learners multiple ways to demonstrate proficiency of California Standards and Empower Generations' Graduation Requirements.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

2017-2018 was the first year of implementing it's new LCAP goals. Our three overarching goals served as a compass to guide the school in services and improvements throughout the year. Empower Generations focused on implementing trauma-informed principles, improving curriculum offerings, and providing a safe, inviting space for learners to be in. Consistent communication with families and continued efforts of community collaboration and outreach occurred. As a result, enrollment nearly doubled from last school year and on-site attendance for planned learning activities increased by nearly 40%. Overall, data shows that Empower Generations met it's big picture LCAP goals and is on track to continue improving current programming.

### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

#### Greatest Progress

Empower Generations feels proud of the following progress made this school year:

- Implementation of a school lunch program to feed our learners while at the learning studio.

- Implementation of the new ELPAC system, including using an ELPAC coordinator to help test, assess, and implement action plans for each English Language Learner.
- Implementation of trauma-informed principles and a 12-week Resiliency Lab program for learners to decrease chronic stress and increase engagement and capacity for learning, parenting, and college/career readiness.
- Hiring a college/career counselor to implement a college/career readiness program.
- Formal MOUs with several community partners to expand services and referrals for learners and families to remove barriers to academic success, particularly for foster youth and low-income families.
- Development of standards-based, interdisciplinary curriculum for independent-study and on-site learning.
- Continued work with Eagle Rock Professional Development Center on a portfolio-based, competency-based learning program.
- Admittance to the California DASS program.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Empower Generations recognizes its greatest needs are:

- Continued efforts to improve independent study attendance rate and academic progress for disengaged learners.
- Continued efforts to increase the number of learners who take NWEA MAP assessment and state testing consistently.
- Continued efforts to bridge the connection with families and home for learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Empower Generations is considered an alternative school on the California Dashboard. However, Empower Generations recognizes the need to improve performance in both its graduation rate and its college/career readiness indicators.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved Services**

Empower Generations will continue to increase services for low-income, English learners, and foster youth through the following initiatives:

- Resiliency Lab
- Community partnerships with organizations that serve foster and homeless youth
- Portfolio-based assessment
- Services for English Language Learners including targeted SADA strategies in an integrated learning setting

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$804,078
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$761,284
The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.	
Total Projected LCFF Revenues for LCAP Year	\$782,583

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

**Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders.**

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Continued optional student on-site attendance for advisory, 1:1 meetings with guides, and tutoring.</b>	<b>2017-18 Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.</b>	This year's bell schedule and learner expectations provided the opportunity for learners to meet 2x a week for a 1-hour advisory, multiple opportunities for group tutoring, and a weekly 1:1 meeting with a guide. Additionally, virtual tutoring and meeting hours were offered to learners unable to attend option on-site offerings regularly.
<b>Increased Enrollment</b>	<b>2017-18 Enrollment higher than previous year in May.</b>	Enrollment is currently more than double May 2017's enrollment count.
<b>Continued number of partnerships through MOU with appropriate community services.</b>	<b>2017-18 MOUs from previous year evaluated for effectiveness and alignment to schools vision. New MOUs added with community partners who align to schools vision if appropriate.</b>	2 new MOUs with community partners were added this year to align to the school's vision and increased services for Empower learners.
<b>Continued participation in community services by learners and parents/families.</b>	<b>2017-18 Continued participation in community services by learners and parents/families.</b>	Empower Generations continues to use and update a resource directory to refer and connect learners and families to community services such as counseling, WIC, prenatal care, postpartum mood disorder treatment, housing, financial guidance, career opportunities, parenting development, and more.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p><b>Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>This year, Empower doubled enrollment from last May, increased its community partnership resource guide. A new website was built and updated print materials were printed. We participated in several community events for outreach efforts. We also joined as an advisory member of the Center for Health Equity to reduce infant mortality.</p>	5830; 5831 - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,000	5830 - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,362

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p><b>Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All Location: All Schools</p> <p>The school conducted parent, learner and staff surveys to gather feedback on school safety, satisfaction, and connectedness to generate strategies for improvement. Data protocols were held to analyze the data and create action items for improvement.</p>	5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,500	5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,748 (repeated expenditure)

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Families receive a weekly Monday Message, frequent emails from guides and staff, and the opportunity for in-person meetings as needed. Each learner completes an Individual Learning Plan 2x a semester, which is given to families in an electronic and hard copy for review. Families are encouraged to attend Presentations of Learning 2x a semester to participate in learner growth and in the end of the semester portfolio defense.</p>	<p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$158,316 (repeated expenditure)</p>	<p>5801 - LCFF: \$137,416 (repeated expenditure)</p>
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Empower worked to reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent. An electronic sign in the system was implemented to better track data. Regular phone calls, letters, and home visits are done to increase communication. An SST system was implemented for families with learners who are chronically absent. Additionally, increased community partnership to provide transportation options, home visits were implemented. Lastly, more options to participate virtually were added for learners who cannot physically attend the studio or meetings.</b></p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$335,180</p> <p>2000's - 2000-2999 Classified Salaries - LCFF: \$60,120</p> <p>3000 - 3000-3999 Employee Benefits - LCFF: \$117,284 (repeated expenditure)</p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$245,221</p> <p>2000's - 2000-2999 Classified Salaries - LCFF: \$53,809</p> <p>3000 - 3000-3999 Employee Benefits - LCFF: \$53,809 (repeated expenditure)</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to foster and provide communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities include Monthly Community Night to gather as family units, discuss important topics, and share in community celebrations.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Empower Generations fostered and provided communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities included Monthly Community Nights to gather as family units, discuss important topics, and share in community celebrations.</b></p>	<p>4210 - 4000-4999 Books and Supplies - LCFF: \$1,500 (repeated expenditure)</p> <p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p>	<p>4210 - 4000-4999 Books and Supplies - LCFF: \$0</p> <p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p>
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Empower Generations kept Goal 1 at the forefront of systems planning and implementation throughout the year. Transparency, trust, and communication are part of our trauma-informed principles implemented this year. We did so with weekly communication in a Monday Message and by purchasing communication software, Parent Square, which allows us to stay in constant contact with learners, families and community members. Empower Generations conducted and analyzed its annual surveys to adjust systems for this school year and plan for next school year. And Empower Generations made considerable effort to be present in the community in participation in local initiatives, such as the Center for Health Equity's initiative to improve services for mothers/infants, the local Poppy Festival, and the annual Baby Expo. As such, Empower more than doubled its enrollment this school year, added several new MOUs with community partners, and increased regular attendance at the learning studio for learning activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Empower Generations was able to meet this goal during the 2017-2018 school year and will continue improving on existing systems for the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2017/2018 Board Approved Budget was based on a higher learner enrollment count than the actual learner enrollment count for the year. Therefore, the actual staffing and per learner expenses were less than the approved budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal as a result of this analysis. Rather, Empower Generations will continue to improve its systems and continue to

support those systems in the budget.

## Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Demonstrate learner progress through holistic formative assessment measures which may include NWEA MAP, iLEAD Comprehensive Growth Card, CAASPP scores, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.</b>	<b>2017-18</b> Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	<b>Weekly and monthly reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.</b>
<b>Continued appropriate reclassification of English Learners</b>	<b>2017-18</b> Reclassification of English Learners reflects learner growth and school system of reclassification.	Training on new ELPAC requirements and work toward reclassification of English Learners that reflects learner growth and school system of reclassification.
<b>Increased learning options in course catalog in online courses, CTE courses, and on-site small group instruction</b>	<b>2017-18</b> Add courses that meet UC a-g requirements or a CTE pathway option.	Added a comprehensive course list approved by UC to meet a-g requirements. Work toward a CTE pathway for 2018-2019 school year.
<b>Offer opportunities for learners to meet or exceed school graduation requirements.</b>	<b>2017-18</b> Learners are offered flexible and appropriate ways to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning per their Individual Learning Plan.	Guides work with learner needs and strengths and data such as MAP scores and transcripts to determine an individualized way to meet the graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.</b></p>	<p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p> <p>5851 - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,334</p>	<p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p> <p>5851 - 5000-5999 Services and Other Operating Expenses - LCFF: \$825</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA &amp; Math.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA &amp; Math.</b></p>	<p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p>	<p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$22,908 (repeated expenditure)</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.</b></p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$335,180 (repeated expenditure) 2000's - 2000-2999 Classified Salaries - LCFF: \$60,120 (repeated expenditure) 3000's - 3000-3999 Employee Benefits - LCFF: \$117,284 (repeated expenditure)</p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$345,221 (repeated expenditure) 2000's - 2000-2999 Classified Salaries - LCFF: \$55,061 (repeated expenditure) 3000's - 3000-3999 Employee Benefits - LCFF: \$53,809 (repeated expenditure)</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Empower worked to reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent. An electronic sign in the system was implemented to better track data. Regular phone calls, letters, and home visits are done to increase communication. An SST system was implemented for families with learners who are chronically absent. Additionally, increased community partnership to provide transportation options, home visits were implemented. Lastly, more options to participate virtually were added for learners who cannot physically attend the studio or meetings.</b></p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$335,180 (repeated expenditure) 2000's - 2000-2999 Classified Salaries - LCFF: \$60,120 (repeated expenditure) 3000's - 3000-3999 Employee Benefits - LCFF: \$117,284 (repeated expenditure)</p>	<p>1000's - 1000-1999 Certificated Salaries - LCFF: \$245,221 (repeated expenditure) 2000's - 2000-2999 Classified Salaries - LCFF: \$117,284 (repeated expenditure) 3000's - 3000-3999 Employee Benefits - LCFF: \$53,809 (repeated expenditure)</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

An emphasis on personalized learning as well as relationships, relevance, and rigor allowed learners to design and implement their own rigorous individual learning plan. Using a variety of observational, formative, and summative assessments, MAP scores, a holistic growth card, and learner-created portfolios, staff gathered and analyzed data to drive professional learning and improvement in programming each month. Staff worked to engage families and community through transparent and consistent communication with learners, families, and the community through consistent phone, email, and text communication. Empower continues to work toward increased attendance and credit completion with a variety of strategies to both increase learner engagement and motivation and decrease roadblocks preventing learners from getting to campus. An increase of UC a-g approved online courses were added to the course catalog this year, and the first class of an Early Childhood Education CTE pathway was developed this year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Enrollment growth, course completion, and survey data indicate that conscious actions toward improvement are working to create a thriving school environment. Staff collaborates effectively to calibrate program initiatives, analyze data, and improve their craft. Families feel safe on campus and with our staff and are an integral part of program improvements as indicated on the annual survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2017/2018 Board Approved Budget was based on a higher learner enrollment count than the actual learner enrollment count for the year. Therefore, the actual staffing and per learner expenses were less than the approved budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal as a result of this analysis. Rather, Empower Generations will continue to improve its systems and continue to support those systems in the budget.

### Goal 3

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in Empower Generations Charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate  
Local Priorities:

#### Annual Measurable Outcomes

	Expected	Actual
<b>Number of credentialed guides will be appropriate for the number of learners enrolled.</b>	<b>2017-18 Empower Generations will maintain a 25:1 ratio of credentialed guides to learners.</b>	<b>Empower Generations will maintained a 25:1 ratio or less of credentialed guides to learners.</b>
<b>Parent/Family/Learner annual survey.</b>	<b>2017-18 The majority of parents/learners will report overall satisfaction with the school program.</b>	<b>The large majority of parents/learners reported overall satisfaction with the school program.</b>
<b>Help Desk Facilities Ticket response data</b>	<b>2017-18 Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.</b>	100% of help desk facilities tickets were resolved in an appropriate time frame for the nature of the ticket (within 5 business days or less). Budget allowed for adequate facilities staffing to ensure that tickets were addressed.
<b>Participation of continuous professional development for staff and guides.</b>	<b>2017-18 Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.</b>	All staff participated in a 2-week orientation and onboarding as well as weekly all-day learning seminars throughout the school year.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All facilitators (guides) held an appropriate California credential, including a CLAD. 1 guide participated in an intern program and 1 guide participated in the BTSA program.</p>	<p>5235 - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000 (repeated expenditure)</p>	<p>5235 - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000 (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><b>Facilities Help Tickets were submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities. A new facility was given fresh paint, carpet cleaning, and new furniture for the 2017-2018 school year.</b></p>	<p>4325 - 4000-4999 Books and Supplies - LCFF: \$2,400</p> <p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$17,160 (repeated expenditure)</p>	<p>4325 - 4000-4999 Books and Supplies - LCFF: \$739</p> <p>5801 - 5000-5999 Services and Other Operating Expenses - LCFF: \$17,160 (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>4000's - 4000-4999 Books and Supplies - LCFF: \$288,422</p>	<p>4000's - 4000-4999 Books and Supplies - LCFF: \$353,959</p>

<p>All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter.</p>	<p>All learners had sufficient access to CCSS instructional materials through online classes and texts, hard copy texts, and the on-site STEAM lab as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter. A PCSGP grant allowed adequate start-up materials and labs to serve learner needs.</p>		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>English Learners will be administered the CELDT/ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p><b>English Learners were administered the CELDT/ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards. Two ELL coordinators were trained this year in ELPAC.</b></p>	<p>4110 - 4000-4999 Books and Supplies - LCFF: \$2,000 (repeated expenditure)</p>	<p>4110 - 4000-4999 Books and Supplies - LCFF: \$27 (repeated expenditure)</p>

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A site move to a larger site allowed for Empower Generations to set a safe, appropriate, and welcoming space for Empower learners to receive support and services. The facility is new, clean, and provides a variety of comfortable and optimal learning environments for learners to feel at home in and for staff to feel inspired by. The administration worked to ensure that all staff were working toward or already had appropriate credentials and received additional support and training in new-teacher mentoring programs. ELL learners were accommodated appropriately with evidence-based practices and that the school aligned with new ELPAC requirements. Instructional materials were appropriate to each individuals' learning plan and align to Common Core State Standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**Empower Generations was able to meet this goal 2017-2018 school year and will continue improving on existing systems for the next school year.**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 4, the team budgeted 4110 in anticipation of hard copy workbooks to meet this action item. However, software was purchased instead under 4120. Therefore, there is a difference in the Budgeted Expenditures and Estimated Actual Expenditures in the LCAP but not a lack of services provided to learners for ELL targeted instructional resources. The 2017/2018 Board Approved Budget was based on a higher learner enrollment count than the actual learner enrollment count for the year. Therefore, the actual staffing and per learner expenses were less than the approved budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made to this goal as a result of this analysis. Rather, Empower Generations will continue to improve its systems and continue to support those systems in the budget.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Empower Generations offered 2 community stakeholder meetings in the evenings to allow for stakeholder input to our goals and actions. Communication was provided in both English and Spanish. Additionally, staff, family, and learner surveys and input were taken into consideration in drafting the LCAP. Empower Generations also considered community input and analyzed other similar programs across the country to align its annual update to.

### Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholders felt empowered to give their honest input in all priority areas. As a team, we used this input along with the data provided to evaluate current goals and modify for the upcoming year. The team was instrumental in modifying and creating new goals based on data and input in priority areas, particularly in the area of curriculum and instruction.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal 1

**Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders.**

#### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access  
Local Priorities:

#### Identified Need:

- Strengthen and expand support and opportunities for parents/family and students to know how to succeed in academic and life needs and be prepared and ready for post-high school.
- Increase students and family connectedness to a safe, supportive, and stable learning environment.
- Increase engagement with community and school activities designed for whole-family engagement.
- Staff development on trauma-informed practices and resiliency building tools

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Continued optional student on-site attendance for advisory, 1:1 meetings with guides, and tutoring.	Continued optional student on-site attendance for advisory, 1:1 meetings with guides, and tutoring.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.
Increased enrollment	36 total enrollments in May 2017	Enrollment higher than previous year in May.	Enrollment remains steady or increases.	Enrollment remains steady.
Continued number of partnerships through MOU with appropriate community services.	4 Community MOUs	MOUs from previous year evaluated for effectiveness and alignment to schools vision. New MOUs added with community partners who align to schools vision if appropriate.	MOUs from previous year evaluated for effectiveness and alignment to schools vision. New MOUs added with community partners who align to schools vision if appropriate.	MOUs from previous year evaluated for effectiveness and alignment to schools vision. New MOUs added with community partners who align to schools vision if appropriate.
Continued participation in community services by learners and parents/families.	Learners/families are invited to participate in community services.	Continued participation in community services by learners and parents/families.	Continued participation in community services by learners and parents/families.	Continued participation in community services by learners and parents/families.
Positive parent/family /learner satisfaction surveys.	Data to reflect program satisfaction.	Data to reflect program satisfaction.	Data to reflect program satisfaction.	Data to reflect program satisfaction.

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. The marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,000	\$10,200	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 5830; 5831	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,500	\$3,576	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 5910	
Amount	\$0	\$31,200 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries; 2410	
Amount	\$0	\$2,480 (repeat expenditure)	\$0
Source		LCFF	

Budget Reference		Employee Benefits; 3302	
Amount	\$0	\$1,040 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Employee Benefits; 3402	
Amount	\$0	\$5,560	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5560	

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in-person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed of all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in-person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed of all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in-person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed of all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$3,576 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5910	
Amount	\$0	\$296,000 (repeat expenditure)	\$0

Source		LCFF	
Budget Reference		Certificated Salaries; 1120	
Amount	\$0	\$53,809 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Employee Benefits; 3000's	
Amount	\$0	\$55,061 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries	
Amount	\$0	\$5,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5560	

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$296,000	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 1000s	
Amount	\$0	\$57,538	\$0
Source		LCFF	

Budget Reference		Classified Salaries; 2000s	
Amount	\$0	\$107,916	\$0
Source		LCFF	
Budget Reference		Employee Benefits; 3000s	

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to foster and provide communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities include Monthly Community Night to gather as family units, discuss important topics, and share in community celebrations.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to foster and provide communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities include Monthly Community Night to gather as family units, discuss important topics, and share in community celebrations.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to foster and provide communication and training to staff and families trauma-informed practices, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks and weekly Professional Learning. Parent opportunities include Monthly Community Night to gather as family units, discuss important topics, and share in community celebrations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$24,408	\$135,397	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 5801	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

**Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.**

### State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement  
Local Priorities:

### Identified Need:

- increase academic achievement for all students
- increase student access to a variety of challenging, rigorous, and relevant content taught by qualified and caring educators
- increase access to steam and CTE programs
- increase completion of graduation requirements

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Demonstrate learner progress through holistic formative assessment measures which may include NWEA MAP, iLEAD Comprehensive Growth Card, CAASPP scores, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.	Pilot year of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, CAASPP scores, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.
Continued appropriate reclassification of English Learners	Reclassification system created in Spring 2017.	Reclassification of English Learners reflects learner growth and school system of reclassification.	Reclassification of English Learners reflects learner growth and school system of reclassification.	Reclassification of English Learners reflects learner growth and school system of reclassification.
Increased learning options in course catalog in online courses, electives, CTE courses, and on-site small group instruction.	School offers all core academic courses, 2 languages, 1 CTE course, and 4 visual and performing art courses.	Add courses that meet UC a-g requirements or a CTE pathway option.	Add courses that meet UC a-g requirements or a CTE pathway option.	Add courses that meet UC a-g requirements or a CTE pathway option.
Offer opportunities for learners to meet or exceed school graduation requirements.	Learners were able to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning.	Learners are offered flexible and appropriate ways to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning per their	Learners are offered flexible and appropriate ways to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning per their	Learners are offered flexible and appropriate ways to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning per their

		Individual Learning Plan.	Individual Learning Plan.	Individual Learning Plan.
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## Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators.  Use data from assessments to create, modify, and assess personal learning plans for each learner.	Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators.  Use data from assessments to create, modify, and assess personal learning plans for each learner.	Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators.  Use data from assessments to create, modify, and assess personal learning plans for each learner.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$26,242 (repeat expenditure)	\$3,070 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 5851	

Amount	\$0	\$8,450	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5210, 5220, 5233	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research-based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research-based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$22,908	\$8,450 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$0	\$80,000 (repeat expenditure)	\$0
Source		LCFF	

Budget Reference		Certificated Salaries; 1310	
Amount	\$0	\$130,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; 1120	

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Increase EL Reclassification Rate.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Increase EL Reclassification Rate.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$1,426	\$0
Source		LCFF	
Budget Reference		Books and Supplies; 4110	

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide access to rigorous, relevant, CCSS curriculum options that align to the school's vision of personalized, relevant learning.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$37,076	\$0
Source		LCFF	
Budget Reference		Books and Supplies; 4130	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

**Goal 3**

**Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in Empower Generations Charter.**

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access  
Local Priorities:

**Identified Need:**

- Increased credit earnings per learner per semester
- Increase participation and score achievement on state testing
- Access to rigorous and relevant curriculum aligned with CCSS

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of credentialed guides will be appropriate for the number of learners enrolled.	Empower Generations employed 1 full time credentialed guide for 25 learners and 3 part time credentialed guides for 16 learners.	Empower Generations will maintain a 25:1 ratio of credentialed guides to learners.	Empower Generations will maintain a 25:1 ratio of credentialed guides to learners.	Empower Generations will maintain a 25:1 ratio of credentialed guides to learners.
Parent/Family/Learner annual survey.	The majority of parents/learners reported overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.
Help Desk Facilities Ticket response data	Help desk facilities tickets were resolved in an appropriate time frame for the nature of the ticket. No help desk tickets were denied due to budgetary concerns.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed. .
Participation of continuous professional development for staff and guides.	All staff participated in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; 5235	Services and Other Operating Expenses; 5235	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	New Action	New Action
Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.	Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.	Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$17,900	\$5,000	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses; 5801, 4325, 5630	Services and Other Operating Expenses; 5630	
Amount	\$0	\$6,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies; 4325	
Amount	\$0	\$41,643	\$0

Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5610	

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

New Action

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

New Action

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,426	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; 4110	; 4110	
Amount	\$0	\$37,076	\$0
Source		LCFF	
Budget Reference		Books and Supplies; 4130	

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,426 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies; 4110	Books and Supplies; 4110	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$191,834

Percentage to Increase or Improve Services:

32.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

A new head counselor position was added this year to increase college/career services, foster and homeless youth services, and the trauma-informed initiatives on campus. Additionally, two staff members were trained in providing The Resilience Toolkit, a somatic healing modality to increase academic achievement and learner engagement. Two staff members were trained in the new ELPAC system to serve ELLs. Empower Generations moved to a larger site to accommodate increased enrollment and provide a welcoming learning space. Investment in math curriculum, STEAM supplies, and a student library increased curricular offerings on-site. Continued efforts and professional learning were provided to continue to fulfill the vision of Empower Generations of serving learners as whole-child, whole-family.