

# 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

Tricia Luckeroth  
Southern California Regional Director

Email and Phone

[tricia.luckeroth@ileadschools.org](mailto:tricia.luckeroth@ileadschools.org)  
(661) 400-1714

# 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 California Content 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 the California Content Standards and Empower Generations' Graduation Requirements.

## LCAP Highlights

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

Empower Generations (EG) is committed to providing rigorous and engaging education to all students to lead them to college, career and life readiness. "Empower your community and its generations!" is the driving motto behind the systems, policies, and practices of EG in order to provide high-quality instruction to all students for the 2019-20.

Our most notable highlights are: that we provide Individualized Learning Plans to all of our high school students so that they had the opportunity to discuss their future goals and plans with the school counselor and their Guide (teacher of record). The alignment and improvement of the ILP process provided students more opportunity and flexibility in how they learn and earn credits, meet graduation goals, and prepare the future. It also gave Guides a clear plan and system of support throughout the year.

We also place a strong emphasis on maintaining access and equity with our Child Care Program by allowing more teen parents to attend campus regularly. As high schoolers are engaged in learning, so are our 2nd generation learners, their children, fulfilling our charter petition goal to educate the whole family.

More workshops and opportunities for community and group engagement occurred on campus this year. Staff worked together to listen to the needs of students and families and plan and provide opportunities for those needs to be met in a way that also allowed progress toward graduation requirements and ILP goals.

New furniture was purchased and classrooms and learning spaces were rearranged to provide a safer and more welcoming environment.

Our biggest success was the number of learners who achieved their individual learning plan goals and demonstrated individual growth

from the time of entry to program to the end of the year. More students earned more credits this year than last, and the majority of students showed greater progress toward graduation at Empower Generations than at their previous school.

## 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 is proud of the following progress made this school year:

- Continued implementation of a school lunch program to feed 100% of our learners
- Implementation of trauma-informed principles and a Resiliency and Wellness Lab program for learners to decrease chronic stress and increase engagement and capacity for learning, parenting, and college/career readiness.
- Further implementation of a college/career readiness program.
- Development of standards-based, interdisciplinary curriculum for independent-study and on-site learning.
- Refinement of student portfolio program, culminating in a senior portfolio defense to prove readiness for graduation.
- More field trips and on-campus activities aligned to CCSS for learning supplementation, college/career planning, and student engagement.
- A higher percentage of students are graduating and enrolled in a secondary education program.
- A higher percentage of students participated in state testing from 33% last year to 49% this year.

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

Our greatest needs have been identified on the California School Dashboard as well as through review of local data.

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
- A higher testing rate and reclassification rate of EL learners
- Continued student enrollment growth

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 the following areas:

- Continued growth toward higher graduation rates
- EL reclassification rates and ELPAC testing rates
- NWEA MAP testing rates
- California State Testing scores

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## Monitoring and Evaluating Effectiveness

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

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: 1. Basic; 2. Implementation of State Standards; 7. Course access  
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>2018-19</b> Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	<ul style="list-style-type: none"><li>• Learners meet on-site for advisory/enrichment courses</li><li>• Small group tutoring</li><li>• Student-led workshops</li><li>• Weekly 1:1 meetings with their guides</li><li>• Weekly reports of progress to support growth toward ILP goal.</li></ul>
<b>Increased enrollment</b>	<b>2018-19</b> Enrollment remains steady or increases.	<ul style="list-style-type: none"><li>• While initial enrollment at the start of the year decreased from last year, enrollment throughout the year remained steady and increased slightly.</li></ul>

<p><b>Continued number of partnerships through MOU with appropriate community services.</b></p>	<p><b>2018-19</b> 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.</p>	<ul style="list-style-type: none"> <li>• New MOUs added with community partners who align to EG's vision. (WASC critical area of follow up #7)</li> <li>• New partnerships included Antelope Valley Transportation Authority to provide transportation for students to attend campus, Little iLEADers Preschool and free childcare for eligible students with children over 12 months of age, and Doula Trainings International to provide training and support to staff in supporting pregnant and parenting mothers.</li> <li>• Acceptance into the iLEAD Arts Team Collaboration that increases arts engagement and education in schools.</li> </ul>
<p><b>Continued participation in community services by learners and parents/families.</b></p>	<p><b>2018-19</b> Continued participation in community services by learners and parents/families.</p>	<ul style="list-style-type: none"> <li>• Community events held on-site to increase parent engagement, including resume and job readiness workshops provided by El Nido Family Services, continued participation in the Department of Public Health Advisory Committee for Maternal/Infant Mortality, Department of Mental Health Healthy Neighborhood monthly community meetings, and referral system with Antelope Valley Partners for Health. On site community nights and activities included yoga, theatre, dance/movement, and child/parent workshops.</li> </ul>
<p><b>Positive parent/family/learner satisfaction surveys.</b></p>	<p><b>2018-19</b> Data to reflect program satisfaction.</p>	<ul style="list-style-type: none"> <li>• Data reflects program satisfaction</li> </ul>

## 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:</p> <p>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.</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> <ul style="list-style-type: none"> <li>• Implementation of marketing and outreach strategies to increase enrollment and community partnerships</li> <li>• Website upgrades</li> </ul>	<p>\$10,200 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830; 5831</p>	<p>\$5,690 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830</p> <p>\$25,824 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801</p> <p>\$600 - LCFF - 4000-4999 Books and Supplies - 4345</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:</p> <p>Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate</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> <ul style="list-style-type: none"> <li>• Annual parent, learner, and staff surveys were given to</li> </ul>	<p>\$3,576 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910</p> <p>\$31,200 - LCFF - 2000-2999 Classified Salaries - 2410 (repeated expenditure)</p> <p>\$2,480 - LCFF - 3000-3999 Employee Benefits - 3302 (repeated expenditure)</p> <p>\$1,040 - LCFF - 3000-3999</p>	<p>\$5,181 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910</p> <p>\$30,131 - LCFF - 2000-2999 Classified Salaries - 2410</p> <p>\$7,008 - LCFF - 3000-3999 Employee Benefits - 3302</p> <p>\$25,316 - LCFF - 3000-3999 Employee Benefits - 3402</p>

strategies for improvement.	gather feedback on school safety, satisfaction, and strategies for improvement. The highest participation rate was students. 90% of students felt often or always that their school was welcoming and inviting. 83% of students felt often or always that they were respected by staff and peers at school.	Employee Benefits - 3402 (repeated expenditure) \$5,560 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560	\$1,317 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560
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### 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>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.</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> <ul style="list-style-type: none"> <li>• Parent engagement through Parent Square and weekly Monday Messages</li> <li>• 1:1 conferencing between student and staff</li> <li>• Individualized learning plans</li> <li>• Differentiated assessments</li> <li>• Student support meetings</li> </ul>	<p>\$3,576 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910 (repeated expenditure) \$296,000 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure) \$53,809 - LCFF - 3000-3999 Employee Benefits - 3000's (repeated expenditure) \$55,061 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5560</p>	<p>\$5,181 - LCFF - 5000-5999 Services and Other Operating Expenses - 5910 (repeated expenditure) \$124,077 - LCFF - 1000-1999 Certificated Salaries \$89,100 - LCFF - 3000-3999 Employee Benefits - 3000's \$37,972 - LCFF - 2000-2999 Classified Salaries - 2910; 2210 \$1,316 - LCFF - 2000-2999 Classified Salaries - 5560 (repeated expenditure)</p>

## 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: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</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 included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Communicated the importance of attending school via weekly letters, meetings, and phone calls.</li> <li>• Built a partnership with AVTA to support learners with bus passes and other forms of transportation.</li> <li>• 1:1 meetings between staff and students.</li> <li>• Increased engagement through field studies, internship, and additional activities on campus such as yoga, theatre, moms group, etc.</li> <li>• Additional hire of an Ed Specialist to implement SSTs for chronic absenteeism.</li> <li>• Trauma-informed training and support to create a safe and welcoming environment.</li> </ul>	<p>\$296,000 - LCFF - 1000-1999 Certificated Salaries - 1000s            \$57,538 - LCFF - 2000-2999 Classified Salaries - 2000s            \$107,916 - LCFF - 3000-3999 Employee Benefits - 3000s</p>	<p>\$91,480 - LCFF - 1000-1999 Certificated Salaries - 1130;1310            \$124,364 - LCFF - 2000-2999 Classified Salaries - 2000 (repeated expenditure)            \$8,598 - LCFF - 2000-2999 Classified Salaries - 2000s            \$124,077 - LCFF - 1000-1999 Certificated Salaries - 1000's (repeated expenditure)</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as</b></p>	<p><b>For Actions/Services included as</b></p>	<p>\$135,397 - LCFF - 5000-5999 Services and</p>	<p>\$65,000 - LCFF - 5000-5999 Services and</p>

<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</p>	<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>• Weekly Professional Developments on various topics, including social-emotional learning, competency-based learning, and trauma-informed practices.</li> <li>• Weekly TED talks</li> <li>• Community nights at least one time a month to engage learners and parents</li> <li>• Staff training on resiliency and trauma-informed practices</li> </ul>	<p>Other Operating Expenses - 5801</p>	<p>Other Operating Expenses - 5801</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 worked as a whole staff and whole community to further solidify our culture, community connection, and family engagement. Through 1:1 student meetings, student group input, family survey, and continued connection to the community through the local Healthy Neighborhood Alliance, Empower Generations worked to serve students holistically in hopes of increasing engagement and performance. Workshops and increased offerings on campus did increase the frequency that students were on campus from last year. Monthly data protocol meetings and leadership meetings allowed for frequent analysis of both LCAP and WASC goals to inform professional development, services provided, and staff focus.

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

Empower Generations was able to keep all MOUs and community partnerships and added more vital community partnerships to better serve students and families. Although there was a slight loss of overall enrollment from 17/18 to 18/19 over the summer, enrollment remained mostly steady and increased slightly from the start of the year. Our biggest success was the number of learners who achieved their individual learning plan goals and demonstrated individual growth from the time of entry to the program to the end of the year. More students earned more

credits this year than last, and the majority of students showed greater progress toward graduation at Empower Generations than at their previous school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most expenses were closely aligned except when it came to Certificated vs. Classified personnel. We found we used more classified personnel to support some of the actions, hence, less money out of Certificated pay and more out of Classified.

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.

**Action:** The LCAP survey results indicate that we need to invest in our math and literacy programs at the high school level as well as implementing research-based strategies to engage parents.

## 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:

### Annual Measurable Outcomes

	Expected	Actual
<p><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></p>	<p><b>2018-19</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.</p>	<p>Learner progress was measured by NWEA MAP scores, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency program, Toolkit assessments, Learner ILP goals, and learner/family surveys. Data protocols were conducted monthly to inform instruction and guide learner growth.</p> <p>Due to student disengagement, difficulty getting to and staying on campus for extended periods of time, and lack of student buy in, not enough students take the NWEA MAP consistently to use as a measure of progress. Reliance on Individual Learning Plan progress, credit attainment, progress toward graduation requirements, and learner portfolios are more reliable and comprehensive pieces of evidence.</p>
<p><b>Continued appropriate reclassification of English Learners</b></p>	<p><b>2018-19</b> Reclassification of English Learners reflects learner growth and school system of reclassification.</p>	<p>No English learners were reclassified using the iLEAD system of reclassification.</p>
<p><b>Increased learning options in course catalog in online courses, electives, CTE courses, and on-site small group instruction.</b></p>	<p><b>2018-19</b> Add courses that meet UC a-g requirements or a CTE pathway option.</p>	<p>Additional courses that meet UC a-g requirements were added for a total of 47 UC a-g approved courses available for students to take. There are 2 full CTE pathways (Digital Media and Photography) available this year and 2 partial pathways that will grow to full pathways in 19/20 and 20/21 (Law and Government and Early Child Education).</p>

**Offer opportunities for learners to meet or exceed school graduation requirements.**

**2018-19**

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.

Learners were offered flexible and appropriate ways to meet graduation requirements through seat-based classes, online courses, independent study, portfolio assessment, and PBL per their Individualized Learning plan. A total of 15 students graduated in the 18/19 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:</p> <p>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.</p> <p>Use data from assessments to create, modify, and assess personal learning plans for each learner.</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:</p> <p>NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators were administered and analyzed. A monthly data protocol was used to use data from assessments to create, modify, and assess personal learning plans for each learner.</p>	<p>\$3,070 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851 (repeated expenditure)            \$8,450 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210, 5220, 5233</p>	<p>\$1,901 - LCFF - 5000-5999 Services and Other Operating Expenses - 5851            \$5,006 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210, 5220, 5233</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:</p> <p>Each grade level team and school director</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:</p> <p>The Empower Staff met monthly with</p>	<p>\$8,450 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)            \$80,000 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)</p>	<p>\$80,980 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)            \$124,077 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure)</p>

<p>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</p>	<p>support in a monthly data protocol 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. Gains were seen on the NWEA MAP scores throughout the year, indicating that instruction on site led to academic improvement.</p>	<p>\$130,000 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure)</p>	
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### Action 3

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>Increase EL Reclassification Rate.</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>Reclassification rate was 0 for the 18/19 school year.</p>	<p>\$1,426 - LCFF - 4000-4999 Books and Supplies - 4110</p>	<p>\$2,228 - LCFF - 4000-4999 Books and Supplies - 4110; 4130;</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as</b></p>	<p><b>For Actions/Services not included as</b></p>	<p>\$37,076 - LCFF -</p>	<p>\$64,347 - 4120;4305; 4315;</p>

<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide access to rigorous, relevant, CCSS curriculum options that align to the school's vision of personalized, relevant learning.</p>	<p><b>contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Guides worked to provide access to rigorous, relevant, CCSS curriculum options that align to the school's vision of personalized, relevant learning. Students used a variety of online courses, on-site workshops, 1:1 tutoring, small group instruction, and other curricular materials to make progress toward their graduation goals. Students had the option to work on campus, at home, or a combination of both.</p>	<p>4000-4999 Books and Supplies - 4130</p>	<p>4430</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 worked this year to both improve its existing courses and practices and expand its capacity for more learners and more options. Through frequent data protocol and a holistic look at our curriculum, instruction, and assessment practices, teachers met in teams to improve their grading and assessment practices, and to reflect on student data to improve competency-based learning. A proactive approach was taken to foster strong student-teacher relationships through the orientation process, and more immediate and varied intervention supported students showing early signs of disengagement. The team worked to consider more accurate measures of progress other than traditional assessment/testing data, including refining the student portfolio process and individual learning plan process.

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

Empower Generations was able to achieve most of the actions and services as planned for the achievement of this goal. Empower Generations will continue to revise and improve its EL protocols to test for reclassification of EL learners earlier in the year. Major growth in curriculum opportunities and options for learners to master CCSS in a variety of ways was successful in more student earning more credits toward graduation. Out of 15 graduates, 6 are enrolling in local community college programs, a 27% increase from the prior year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some of the services and other operating expenses were not realized, as the monthly data meetings were not as costly as estimated. Also, there was an increase in the purchase of CCSS curriculum options which necessitated an increase in spending over what was initially budgeted.

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.

There were no changes to this goal, as all is still applicable, based on the analysis of the LCFF Evaluation Rubrics.

# 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:

## Annual Measurable Outcomes

	Expected	Actual
<b>Number of credentialed guides will be appropriate for the number of learners enrolled.</b>	<b>2018-19</b> Empower Generations will maintain a 25:1 ratio of credentialed guides to learners.	Empower Generations maintained a 25:1 ratio of credentialed guides to learners.
<b>Parent/Family/Learner annual survey.</b>	<b>2018-19</b> The majority of parents/learners will report overall satisfaction with the school program.	78.4% of parents/learners report overall satisfaction with the school program.
<b>Help Desk Facilities Ticket response data</b>	<b>2018-19</b> 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 were resolved in an appropriate time frame for the nature of the ticket.
<b>Participation of continuous professional development for staff and guides.</b>	<b>2018-19</b> Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.	97% of staff participated in a 2 week orientation and weekly professional learning seminars

## 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>All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.</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 held an appropriate California credential or are in a credentialing program.</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5235</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - 5235 \$25,824 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-HR (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>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.</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>Additional staff was added this year to maintain clean and safe facilities. Facilities updates were made including new furniture and equipment. All the help tickets submitted were addressed appropriately in a timely manner. New furniture was purchased to increase a warm and comfortable learning space to increase student attendance for on-campus support and workshops. 90% of students felt that campus was welcome and inviting, and 90.5% of learners felt safe</p>	<p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5630 \$6,000 - LCFF - 4000-4999 Books and Supplies - 4325 \$41,643 - LCFF - 5000-5999 Services and Other Operating Expenses - 5610</p>	<p>\$2,633 - LCFF - 5000-5999 Services and Other Operating Expenses - 5630 \$1,699 - LCFF - 4000-4999 Books and Supplies - 4235;4330 \$54,544 - LCFF - 5000-5999 Services and Other Operating Expenses - 5610; 5410;5510; 5520 \$24,160 - LCFF - 4000-4999 Books and Supplies - 4420</p>

often or always on campus.

### 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>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.</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 learners had sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable. Access to CCSS increased through more online learning classes and an additional credentialed teacher being added to staff for more on campus support and workshops.</p>	<p>\$1,426 - LCFF - 4110 \$37,076 - LCFF - 4000-4999 Books and Supplies - 4130</p>	<p>\$34,088 - LCFF - 4000-4999 Books and Supplies - 4110;4120;4130;4305;4315;4345 \$2,218 - Other Federal Funds - 4000-4999 Books and Supplies - 4130 \$30,868 - LCFF - 4000-4999 Books and Supplies - 4430</p>

### 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>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</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>40% of ELs were administered the ELPAC this year due to low engagement and attendance rates. Learners struggled to get to campus and were used to working independently from home. Testing length</p>	<p>\$1,426 - LCFF - 4000-4999 Books and Supplies - 4110 (repeated expenditure)</p>	<p>\$10 - LCFF - 4000-4999 Books and Supplies - 4110 (repeated expenditure) \$2,083 - LCFF - 2000-2999 Classified Salaries - 2990</p>

gain English language proficiency based on the CCSS and the ELD standards.

and stress posed a significant barrier for success. Testing data for learners who did the test was used to provide targeted and personalized instruction to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards. Additional staff was hired for ELL support.

## 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.

Individual Learning Plans were used to assess student needs, strengths, and goals. After assessing each student, the teacher and student created a personalized learning path for the semester to include on-campus workshops, 1:1 meeting times weekly, and a variety of ways to take classes. Students used a combination of online courses, on campus workshops, and independent study curriculum to earn credits. While additional staff was hired to further support the needs of EL learners, it is clear that Empower Generations needs more focus and targeted intervention next year to make progress toward this goal.

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

More students earned more credits toward their graduation plan this year. Students used a refined portfolio process to holistically assess and reflect on their growth and success in their Individual Learning Plans. Student Portfolio presentations were held at the end of the year for all graduating seniors to great success. A change in the campus schedule and a re-arrangement of classrooms and learning spaces and allowed students more flexibility and access to teacher support. Survey data, students who earned credits, and informational on campus attendance data suggest that the staff and students made progress toward this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant cost for the Teacher Induction program that was not budgeted for. Also, there was a need to purchase more materials than first budgeted for in facilities updates. Finally, there was an increase in expenditures for curricular materials aligned to the CCSS.

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.

There were no changes to this goal, as all actions and services are still applicable, based on the LCFF Evaluation Rubrics.

# Stakeholder Engagement

LCAP Year: 2019-20

## 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 leadership staff met with parents, learners, and staff in spring of 2019 to review the 16-17 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through phone calls, announcements on the school website, emails, text, and community newsletters. Learners met on Mondays and Tuesdays, staff met during a scheduled staff meeting, and a community and board meeting were held in the evening. During the meetings, community and board members had a chance to review a presentation of the LCAP goals and the school's current progress towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 2019-2020 LCAP Annual Update. Community members who could not attend the meetings were able to download the materials from the website and share their input via email with the school leaders. All subgroups were represented and Spanish translations were provided.

## Impact on LCAP and Annual Update

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

Our partners provided a significant amount of affirmation of our goals and the progress that our school is making towards providing an exemplary school experience for our learners. Specifically, our partners expressed a need to improve our Intervention courses which led to improved literacy and math curriculum. Additionally, stakeholders discussed the need to not only attract high-quality staff but an increased effort to retain these employees from year to year. We will be expanding our support of teachers through targeted coaching and professional growth opportunities.

# 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. (WASC action plan goals 1, 7)**

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate; 7. Course access  
Local Priorities:

### Identified Need:

There is a need to continue to build connections and relationships with community entities to support students and their children.

### 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	MOUs from previous year evaluated for effectiveness and alignment to schools	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.	vision. New MOUs added with community partners who align to schools vision if appropriate.	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.(WASC action plan goal 9)

# Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$35,551 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5830 5831
Amount	\$0	\$0	\$2,214
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4345
Amount	\$0	\$0	\$1,600
Source			LCFF
Budget Reference			5000-5999 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	\$6,402

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5910	5000-5999 Services and Other Operating Expenses; 5910
Amount	\$0	\$31,200 (repeat expenditure)	\$57,228 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; 2410	2000-2999 Classified Salaries; 2410
Amount	\$0	\$2,480 (repeat expenditure)	\$11,655 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; 3302	3000-3999 Employee Benefits; 3302
Amount	\$0	\$1,040 (repeat expenditure)	\$11,655 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; 3402	3000-3999 Employee Benefits; 3402
Amount	\$0	\$5,560	\$662
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5560	5000-5999 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:

### 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 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.	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.	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)	\$6,402 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5910	5000-5999 Services and Other Operating Expenses; 5910
Amount	\$0	\$296,000 (repeat expenditure)	\$145,841 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 1120	1000-1999 Certificated Salaries; 1120
Amount	\$0	\$53,809 (repeat expenditure)	\$213,273

Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; 3000's	3000-3999 Employee Benefits; employee benefits
Amount	\$0	\$55,061 (repeat expenditure)	\$2,083 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries; 2990
Amount	\$0	\$5,000	\$2,083 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5560	2000-2999 Classified Salaries; 2210
Amount	\$0	\$0	\$662 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 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. (WASC action plan goal 4)

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$296,000	\$91,731 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 1000s	1000-1999 Certificated Salaries; 1310
Amount	\$0	\$57,538	\$193,543
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; 2000s	2000-2999 Classified Salaries; classified salaries
Amount	\$0	\$107,916	\$193,543 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; 3000s	2000-2999 Classified Salaries
Amount	\$0	\$0	\$356,107
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; certificated salaries
Amount	\$0	\$0	\$213,273 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; benefits

## 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,

**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,

**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.

discuss important topics, and share in community celebrations.

discuss important topics, and share in community celebrations. (WASC action plan goal 3)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,408	\$135,397	\$35,551
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5801	5000-5999 Services and Other Operating Expenses; 5801

**Action 6**

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:

Action

**2018-19**

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

Action

**2019-20**

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

New Action

Develop a School Advisory Board to provide input on LCAP and other related services.(WASC action plan goal 2)

Unchanged Goal

## Goal 2

**Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. (WASC critical area of follow up #1)**

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

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Identified Need:

This is an anticipated ongoing need, based on observed learner academic gap[s]. Also, a WASC action plan goal is to use the LCAP as a vehicle to analyze learner achievement, areas of knowledge and career readiness standards.

### 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. (WASC critical area of follow up #6)
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.

<p>Increased learning options in course catalog in online courses, electives, CTE courses, and on-site small group instruction.</p>	<p>School offers all core academic courses, 2 languages, 1 CTE course, and 4 visual and performing art courses.</p>	<p>Add courses that meet UC a-g requirements or a CTE pathway option.</p>	<p>Add courses that meet UC a-g requirements or a CTE pathway option.</p>	<p>Maintain courses that meet UC a-g requirements and continue to add CTE pathway options.</p>
<p>Offer opportunities for learners to meet or exceed school graduation requirements.</p>	<p>Learners were able to meet graduation requirements through traditional coursework, online courses, independent study, portfolio assessments, and project based learning.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

# 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

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

**2018-19**

Select from New Action, Modified Action, or 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

**2019-20**

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

Modified 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 and competency-based assessment. Solidify system for portfolio development.

learner.	learner.	Increase the number of students who consistently take assessments. Work to create a more holistic and reliable system of collecting authentic data to analyze achievement and growth
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$26,242 (repeat expenditure)	\$3,070 (repeat expenditure)	\$3,433
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5851	5000-5999 Services and Other Operating Expenses; 5851
Amount	\$0	\$8,450	\$9,133
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5210, 5220, 5233	5000-5999 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 (WASC

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$22,908	\$8,450 (repeat expenditure)	\$91,731 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; 1310
Amount	\$0	\$80,000 (repeat expenditure)	\$145,841 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 1310	1000-1999 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:

**2018-19**

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

**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.

Increase EL Reclassification Rate.

Increase EL Reclassification Rate.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,398
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; curriculum 4110 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)

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	Action	New Action
		<p>Using a variety of data, utilize a comprehensive Individual Learning Plan process for each student to assess needs, strengths, and goals and create a personalized path toward graduation. Use 1:1 weekly meeting to assess student progress toward ILP goals, make adjustments, and provide targeted intervention and support. Assess the achievement of Individual Learning Plan using testing data, course completion, and mastery of competencies and standards, and student portfolio.</p>

Use data from assessments to create, modify, and assess personal learning plans for each learner. (WASC action plan goals 5, 6, 8)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$15,500
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4315 4430

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:

There is continued need for professional learning for staff and guides (teachers) to provide optimal conditions of learning to and for students.

#### 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 facilities tickets will be resolved in an appropriate time frame for the nature of the ticket.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket.

	help desk tickets were denied due to budgetary concerns.	Sufficient budgeting will ensure that valid tickets are addressed.	Sufficient budgeting will ensure that valid tickets are addressed.	Sufficient budgeting will ensure that valid tickets are addressed. Students and parents will report safe, clean, welcoming learning space. Informal attendance to on campus activities will increase.
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:

Modified Action

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

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$177,756 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5235	5000-5999 Services and Other Operating Expenses; 5235	5000-5999 Services and Other Operating Expenses; 5801
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5335

## 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

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.

**2018-19**

Select from New Action, Modified Action, or Unchanged 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.

**2019-20**

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

Unchanged 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.

## Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$17,900	\$5,000	\$2,634
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5801, 4325, 5630	5000-5999 Services and Other Operating Expenses; 5630	5000-5999 Services and Other Operating Expenses; 5630
Amount	\$0	\$6,000	\$203
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; 4325	4000-4999 Books and Supplies; 4330
Amount	\$0	\$41,643	\$81,844
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5610	5000-5999 Services and Other Operating Expenses; 5610 5410 5510 5520

### 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:

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.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,426	\$3,898 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4110	; 4110	4000-4999 Books and Supplies; 4110 4130 4315 goals 2.3 and 2.4
Amount	\$0	\$37,076	\$56,584
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; 4130	4000-4999 Books and Supplies; 4120 4305 4345
Amount	\$0	\$0	\$2,988 (repeat expenditure)
Source			LCFF
Budget Reference			4000-4999 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)	\$410 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4110	4000-4999 Books and Supplies; 4110	4000-4999 Books and Supplies; 4110
Amount	\$0	\$0	\$2,083 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2990

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

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](#)).

Empower Generations utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support. Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

**English Learners:**

Reclassification launch of English Learners to best address achievement gaps and meet individual needs;  
Initial implementation of ELPAC. Administering ELPAC and adjusting school's ELPAC procedures as needed to improve systems.  
Analyze academic data for EL population. Use this data to guide our academic support for this population.

**Low-income learners:**

Additional tutoring to support learning  
Additional counseling services for learners.

Access to educational technology (laptop and WiFi hotspot) to ensure access to curriculum and support.  
Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

**Foster-Youth:**

Identify the population of foster youth learners.  
Offer additional tutoring to support learning  
Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.  
  
Additional counseling services for learners.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$191,834

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.

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