

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum
CDE Approved: April 2021

LEA name:

Empower Generations

CDS code:

19 75309 0134619

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I A, Title II A, Title IV A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will

be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Empower Generations' (EG) strategy for using federal funds is to increase low- income student performance in ELA and Math. EG will focus Title I monies on providing increased support and services in the areas of curriculum knowledge and intervention support, in order to provide individualized academic support for low- income students. EG will use federal funds to provide supplemental funding for English Learner achievement in ELA and Math. In addition, federal funds will be used to further supplement English Learners' inclusion support in all grade levels

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The site leadership team, along with the School Site Council and other parent/community groups, ensure funds are used in a coherent manner to support the achievement of Empower Generation's mission, vision, and individualized learning plan goals for all students. Currently, the SPSA is included in the school's LCAP plan. However, next year, a separate SPSA will be written. Title I funds will be used for intervention strategies and practices to improve achievement, in ELA and Math, for identified students. In addition, funding will provide additional support, both material and personnel, to teachers of low-income students in order to strengthen core content skills.

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ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations is a Charter School.

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The culture of Empower Generations will continue to recognize and promote parents as partners in their children's educational journey. At the beginning of the school year, all students, teachers and parents participate in the development of each child's Individualized Learning plan (ILP). During this time, they discuss student placement based on multiple assessment scores, such as CAASPP, and NWEA MAP, as well as student's social emotional and competency goals for the year. They also

discuss the monitoring system which includes regular progress update meetings. For migratory families, school staff meet with them, prior to the student leaving school, and go over the student's ILP. During this meeting, they discuss how to support the student and make their education the least disruptive as possible. Upon re entry, staff again meets with the family and student to adjust their ILP taking into account the extended absence. The goal is to support the learner to create educational success for them. The school provides Parent Universities, which are workshops in which parents actively participate in learning about topics such as: Proper internet usage with their children, understanding and supporting instruction in the California State Standards, and how to support their children's academic success through the use of programs offered, and other resources. In addition, EG conducts outreach to parents of low- income students by providing community resources. Outreach also includes supporting parents in finding community resources, conducting parent workshops and gathering information on community needs. Parent meetings and events are held to provide opportunities for input from parents on all aspects of EG's instructional program. EG's parent group, along with the site leadership team will develop the Title 1 Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy will be shared, and interacted with, at all parent meetings, just as is done with the LCAP goals and actions. These groups will also provide input into the development and revision of any and all plans at EG. Information is shared with parents via telephone (parent square) email, and in person. Materials and messages are translated as necessary. Accommodations and supports are provided for family members with accessibility or other special needs so that they are supported in communicating with the school and in participating in parent meetings and universities. Parents and families collaborate with staff and provide ongoing input into all aspects of the school. Staff communicates and invite parents, on an individual basis and through the use of the school's weekly email message, to participate in parent meetings. All staff continually participates in professional learning to develop skills in building relationships with parents and families so that the families fully participate as partners in the school. The school does not currently have a parent resource center, and will explore developing one.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations will be using the TAS program year one. The school will identify students not achieving at grade level, including economically disadvantaged students, students defined as homeless, student with disabilities, migrant students and English learners. The identified students will receive opportunities for such programs as: Before and after school learning time, support within the daily educational program, and access to evidence-based programs to support academic achievement. Professional development, focused on achievement and closing the achievement gap, will be provided for teachers and other staff serving the identified students.

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations will identify students most in need of services using the California Dashboard, NWEA MAP data from Fall and Spring administrations, as well as CALPADS data systems. The school site council and other parent groups will develop the Single Plan for School Achievement, as well as give valued input on the development of LCAP goals and actions.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students defined as homeless will continue to be identified by staff and the homeless liaison. Students identified as homeless are immediately enrolled at Empower Generations, regardless of documentation. Empower Generations' enrollment staff and homeless liaison work together on equitable enrollment processes. While enrolling, homeless students are also ensured participation in Empower Generations' NSLP. The homeless liaison at Empower Generations builds one-on-one personal relationships with homeless youth. This connection, and collaboration with teachers, allows the homeless liaison to build rapport and trust in order to provide seamless services for homeless students. The homeless liaison connects homeless learners to targeted Title I resources, such as tutoring groups and support, regardless of the students academic performance. The liaison conducts home visits and build relationships with each child's family and supports them by providing links to community resources. The liaison also participates in a community outreach program that provides resources, professional development, and a network of community partnerships. Empower Generations is an Independent Charter school and operates as its own LEA. All monies received are expended at the school. Title I, Part A reservation funds for homeless education will be used for immunizations, if there is a cost attached, personal and school supplies, supplies needed for school projects, field trips, and caps and gowns for graduation ceremonies, and other items of clothing, as needed.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

THIS ESSA PROVISION IS ADDRESSED BELOW

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations serves students in grades 7-12. Strategies such as time management, assignment organization, and other high school/college preparatory skills are taught from the time a student enrolls. The Project Based Learning environment at EG will continue to build students' ability to work collaboratively in teams, which is necessary in college and the work force. The school counselor and staff will provide middle and high school students with the opportunity to take courses, via concurrent or dual enrollment, at the local Community College. Middle and high school students will participate in college and career exploration through the use of field trips, college and career counseling activities, and programs offered in the classroom setting such as Roadtrip Nation.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations participates in a continuous cycle of inquiry and plans professional learning based on analyzed data and identified needs. Data examined includes formative and summative assessment data, disaggregated by student subgroups. Professional learning is ongoing and teachers may choose from both live opportunities, provided weekly and quarterly, as well as an asynchronous menu of professional learning workshops based on their identified needs. The professional learning menu allows teachers to access relevant trainings based on where they are in their career. The emphasis of all professional learning is on strategies effective in closing achievement gaps for students in ELA and Math, Project Based Learning (PBL), the California Content Standards, as well as the foundational practices implemented at iLEAD schools. Teachers implement what is learned through the workshops, and collaborate with school leadership to analyze their instruction and learner engagement, through the cycle of inquiry model. Data and goals are reexamined monthly, and the teachers revise their instructional goals. New teachers are provided mentoring support, in addition to what has already been described, and participate in the TIP program (formerly known as BTSA). Teachers in the middle of their careers particularly benefit from the asynchronous menu of professional learning opportunities, which is offered weekly, as it is directly informed from input regarding their needs. Flexibility is built into the asynchronous workshops so that experienced teachers' needs for growth are met. Veteran teachers who are further along in their careers have the opportunity to participate in the year-long leadership connection program, which prepares them for roles as teacher leaders, mentors, and other leadership roles. New leaders participate in, in addition to the monthly leadership connection meetings, monthly collaborative meetings, job-alike, to build their school leadership skill sets and support them in their new roles. All leaders, regardless of their experience, have the opportunity to work with a leadership coach. Empower Generations leadership work with each teacher in developing their Individualized learning Plan (ILP) at the beginning of each school year. Regular check ins occur, monthly, with leaders collaborating with the teachers to identify professional learning opportunities that will best suit the teacher's growth goals and needs. What is described above is in place to continuously build individual efficacy. In regard to the entire school system's efficacy, Empower Generations' staff meets together monthly to examine student achievement data and work samples, disaggregated by student group. Adjustments to the school program, as well as instruction, are made, based on the data, in order to continually close achievement gaps.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations is a Charter School.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations' stakeholders, as part of the established culture, will continue to value everyone's expertise and voice in creating and maintaining a successful school environment. Empower Generations leadership and staff participate in a continuous cycle of improvement model. Monthly data protocol meetings are conducted one-on-one with each teacher. Teachers create goals for the month, based on NWEA MAP data as well as student work samples and formative assessments. Action plans are developed, based on the developed goals, and data is gathered and shared the subsequent month in order to determine progress and areas of need. Empower Generations teachers meet every Friday for professional learning (PL) in areas such as instructional strategies, classroom management, California Content Standards alignment in Project Based Learning, and academic/behavioral interventions. This weekly meeting also provides opportunities for collaborative discourse around future PL topics and programs needed. Paraprofessionals, the school counselor, and the Education Specialist meet every Friday for PL in areas such as: Providing academic support in the classroom, instructional strategies, classroom management, California Content Standards alignment in Project Based Learning, and academic/behavioral interventions. This weekly meeting is also the stage for collaborative discourse around continuous school improvement needs. The Principal/Director participates in monthly Principals' meetings to discuss data and means by which to continuously improve student achievement. This meeting also aids in keeping the Principal advised of any changes in legislation or policy that need to be addressed. Teachers and the Principal participate in monthly Data Protocol meetings, as described above. Empower Generations' staff reaches out individually and in media messages to parents in order to establish relationships for collaboration around their children's success. Parents meet monthly in parent led meetings and workshops geared toward giving them a collaborative voice at Empower Generations, and further establish them as partners in the school. Teachers also send weekly newsletters to the parents of their children to further involve them in their children's successes. Empower Generations will continue to develop relationships with community partners and local organizations to expand all resources available to students, staff, and parents/families. An example of the beginning of this work is the establishment of a clothing closet for learners and their families at the school. The school counselor and has begun collaborating with local organizations to support this program. Time will also be built into the daily schedule for teachers to collaborate on goals and projects. Empower Generations' leadership, teachers, staff, and parents continually use data, in a continuous cycle of improvement model, to discuss title II activities in focus groups. Data examined includes NWEA MAP data, from administrations in the Fall and Spring, as well as student work samples, other formative assessments, as well as summative data. The focus groups meet once per month to consult on LCAP goals and actions, the WASC action plan, charter renewal criteria, and the results of school ongoing data analysis to continually update and improve professional development activities funded by Title II, part A, as well as LCFF and other Federal monies. In addition to the focus group meetings, the monthly iSupport parent group and the ELAC consult monthly on title II activities. In addition to their focus group participation, non-teaching staff participate in monthly consultation groups to examine non instructional systems and practices. As the focus groups consult for LCAP planning, they evaluate the effectiveness of and make adjustments to, the professional learning paid by Title II, Part A, LCFF, and other Federal funding sources. As community partnerships are developed, they will be added to the focus group consultation meetings so that they may give input on Title II activities.

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TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

THIS ESSA PROVISION IS ADDRESSED BELOW:

A partnership is being developed with Antelope Valley College (AVC), the Community College in Lancaster, CA, in order to create a system of access for students at Empower Generations to the Career Education Programs at AVC. Empower Generations is also exploring a partnership with College2Career Fairs as another resource for college and career exploration. Empower Generations currently partners with Antelope Valley Partners for Health and Goodwill Industries, the the City of Lancaster, to place high school students as interns for various career experiences.

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- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

THIS ESSA PROVISION IS ADDRESSED BELOW:

The leadership team at Empower Generations met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting well-rounded education, the need for additional programming to improve instruction and student engagement in science, technology, engineering and math (STEM). Partnerships with local Community agencies will continue to be developed, as well as partnerships with non-profit and community-based organizations in EG's service area, to support STEM education, career awareness, and exploration. EG's School Counselor will develop these partnerships both to supplement and increase the breadth of services she is able to provide. The program objectives, which will be monitored at least quarterly, are to create opportunities for low-income students to engage in STEM instruction and activities, as well as to create opportunities for middle school students to participate in STEM career exploration and post-secondary option awareness. The intended outcomes are to increase the number of underrepresented high school students enrolled and completing STEM related courses, increase the number of students exploring STEM career options, and increase the number of students pursuing postsecondary education opportunities that will lead to STEM careers.

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- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

THIS ESSA PROVISION IS ADDRESSED BELOW:

The leadership team at Empower Generations met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school.

Empower Generations will explore creating a parent center as a central location for parent-led workshops and parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on Empower Generation's campus. The intended outcomes are to increase the number of parents actively engaged and empowered at Empower Generations, and to train parents to facilitate workshops for other parents.

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(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

THIS ESSA PROVISION IS ADDRESSED BELOW:

The leadership team at Empower Generations met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of effective use of technology, the need for supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. Empower Generations is adopting a new LMS. Title IV monies will be used to provide high quality professional development on the new LMS for educators, school leaders and administrators. will not be used for activities related to supporting the effective use of technology under Section 4109.

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(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Empower Generations uses a continuous cycle of improvement model. There will be continuous evaluation, monthly, by all stakeholders consulting in focus groups, of actions under Title IV with adjustments made determined by data analysis. All stakeholders, including community partners, will be involved in the process of evaluation and ongoing revision of goals and activities under Subpart 1.

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