



MEETING AGENDA - Empower Generations Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Monday, May 15, 2023
Start Time	4:00 PM
End Time	5:30 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular scheduled meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Approve Agenda

1.5. Approve Minutes

Documents

- Minutes-2023-03-09-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

The public may address the Empower Generations governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

4. Consent Items

4.1. Personnel Report

Documents

- 04.06.23_EG_PersonnelReport.pdf
- 5.11.23_EG_PersonnelReport.pdf

4.2. Check Register

Documents

- EG Payment Register 20230329.pdf
 - EG Payment Register Summary 20230329.pdf
 - EG Payment Register Summary 20230504.pdf
 - EG Payment Register 20230504.pdf
-

5. Discussion and Reports

5.1. School Director Report

Documents

- EG Site Director Report 3_31_2023.pdf
-

5.2. Board Finance Committee Report

5.3. Construction Budget Update

Give update on construction progress and budget.

Documents

- EG Construction Budget 2023 - TI Construction Budget Tracker.pdf
-

6. Action Items

6.1. Revised EL Master Plan and Reclassification Process

Discuss and take action regarding the Revised EL Master Plan and Reclassification Process.

Documents

- FINAL VERSION EL MP Empower 3_2023.pdf
-

6.2. A-G Grant

Discuss and take action regarding the A - G Grant opportunity.

Documents

- Empower Generations A-G Success Grant.pdf
-

6.3. 2022-2023 Second Interim Finance Report

Discuss and take action regarding the second interim finance report.

Documents

- eg 2022-23 Second Interim Budget Alternative Form and MYP.pdf
-

6.4. Board Meeting Dates/Times

Discuss and take action regarding Regular Board Meeting Dates/Times.

6.5. Meraki Mind Agreement

Discuss and take action regarding the Meraki Mind agreement.

Documents

- Empower Generations - Malaka Donovan -- MerakiMind Agreement CLEAN (4859-9145-8376.v3) (1) (1).pdf

6.6. School Director - Construction Project Manager Stipend

Discuss and take action regarding a stipend for the work that the School Director is doing as the Construction Project Manager.

6.7. Annual Request For Federal Title Funding

Request approval to submit for Federal Title I, II, and IV funding for the 2023-2024 school year.

Documents

- Annual Request For Federal Title Funding - EG.pdf

6.8. DASS Eligibility Certification

Discuss and take action to certify the school's enrollment meets the DASS criteria for renewal.

Documents

- dasseligibilitycert.pdf

6.9. Board Member Positions

Discuss Hannah-Marie's resignation from the Board and action to add Board Members to the Empower Generations Team.

6.10. 2023-2024 Vacation Policy

Discuss and take action on 2023-2024 Vacation Policy.

Documents

- 2023 - 2024 Vacation Policy - EG.pdf

7. Board Comments

7.1. Board Comments

8. Closing Items

8.1. Next Meeting Date

June 22, 2023 and June 29, 2023

8.2. Graduation Date

June 13, 2023 at 5:00

8.3. Adjournment

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids



or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.



MEETING MINUTES - Empower Generations Board

Meeting

Date	Thursday, March 9, 2023
Started	4:06 PM
Ended	5:08 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
	Address: 12830 Columbia Way, Downey, CA 90242 Education Center West - ECW 362
Purpose	Regular Scheduled Meeting
Chaired by	Michelle Fluke
Recorder	Roselia Calderon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 4:06 p.m.

Status: Completed

1.2. Roll Call

All Board Members were present except for Hannah-Marie.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Approve Agenda

Motion: Annaliisa

Seconded: Marcia

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

1.5. Approve Minutes

Motion: Marcia

Seconded: Annaliisa

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

Documents

- Minutes-2023-02-09-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

No Curriculum Moment Presented

Status: Completed

3. Public Comments

3.1. Public Comments

The public may address the Empower Generations governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

No Public Comments were made.

Status: Completed

4. Consent Items

4.1. Personnel Report

Motion: Annaliisa

Seconded: Marcia

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

Documents

- 3.09.23_EG_PersonnelReport.pdf
-

4.2. Check Register

Motion: Annaliisa

Seconded: Marcia

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

Documents

- EG Payment Register 20230301.pdf
-

5. Discussion and Reports

5.1. School Director Report

Malaka Donovan presented the School Director Report and answered questions of the Board.

Status: Completed

Documents

- EG Site Director Report 3_3_2023-1.pdf
-

5.2. Board Finance Committee Report

Marcia Reily gave the Board Finance Committee Report.

Status: Completed

5.3. Annual Form 700

Reminder to fill out the electronic Form 700 sent from the "COI Desk" through email by April 1.

Kim Lyle, iCA Support Provider, presented the Annual Form 700.

Status: Completed

Documents

- Annual Form 700 Electronic File Support Document (1).pdf
-

5.4. A-G Grant-Hearing

Hold Public Hearing for the public to learn about and comment on the A - G Grant opportunity.

Allison Bravo, iCA Support Provider, presented A-G Grant Hearing.

Status: Completed

Documents

- Empower Generations A-G Grant (1).pdf
-

5.5. Construction Budget Update

Give update on construction progress and budget.

Discussion took place and Construction Budget Update was tabled.

Status: Completed

5.6. Marketing Plan

Discuss school marketing plan.

Matt Watson, iCA Support Provider, presented Marketing Plan, discussion took place and answered questions of the Board.

Status: Completed

6. Action Items

6.1. Brown Act Meeting Guidelines

Discuss Meeting Locations, Teleconferencing, and Public Comments as it relates to the Brown Act being reinstated.

Kim Lytle, iCA Support Provider, presented the Brown Act Meeting Guidelines.

No action taken

Due date:

Status: Completed

6.2. 2023-2024 Holiday Policy

Discuss and take action regarding the Holiday Policy.

Kim Lytle, iCA Support Provider presented 2023-2024 Holiday Policy.

Motion: Annaliisa

Seconded: Marcia

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

Documents

- Empower Generations Holiday Policy 23-24.pdf
-

6.3. Revised IP Governance Agreement

Discuss and take action regarding section 2 Licensing to add "revocable".

Kim Lytle, iCA Support Provider, presented Revised IP Governance Agreement, "revocable" was supposed to be "irrevocable"

Motion: Annaliisa

Seconded: Marcia

Unanimously Passed

Hannah-Marie Absent

Due date:

Status: Completed

Documents

- Redline #2 - iCA - Schools - IP Assignment and Governance Agreement (PC) (3) (1).pdf
-

6.4. Meraki Mind Agreement

Discuss and take action regarding the Meraki Mind agreement.

Meraki Mind Agreement was tabled.

Due date:

Status: Completed

Documents

- Empower Generations - Malaka Donovan -- MerakiMind Agreement CLEAN (4859-9145-8376.v3) (1).pdf

6.5. School Director - Construction Project Manager Stipend

Discuss and take action regarding a stipend for the work that the School Director is doing as the Construction Project Manager.

Discussion took place and School Director - Construction Project Manager Stipend was tabled.

Due date:

Status: Completed

7. Board Comments

7.1. Board Comments

Annaliisa said she is thankful to be in person in the space, excited for all to be together. Marcia said she is loving that all were there.

Board requested an action item be placed on the next Board agenda to discuss date and time of future meetings.

Status: Completed

8. Closing Items

8.1. Graduation Date

June 13th, 2023 at 5:30 p.m.

June 13, 2023 at 5:30 at Empower Generations

Status: Completed

8.2. Board Member Celebration and Training

iLEAD CA has planned a Board Member Celebration and training on Thursday April 27 at 5:00. Invitations and Details to come.

Kim Lytle presented the Board Member Celebration and Training.

Status: Completed

8.3. Next Meeting Date

April 6, 2023

April 6, 2023

Status: Completed

8.4. Adjournment

Meeting Adjourned at 5:08 p.m.

Status: Completed

EMPLOYMENT – NEW HIRES

Gonzalez Cortez, Cassandra

Student Support - 1:1

03.06.2023

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

N/A

EMPLOYMENT – NEW HIRES

N/A

RESIGNATIONS/TERMINATIONS

Gonzalez Cortez, Cassandra

Student Support - 1:1

03.28.2023

STATUS CHANGE

N/A

Company Name: Empower Generations
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 03/30/2023-05/04/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	4,797.30
3402	Health & Welfare Benefits - Classified positions	4,551.30
4120	Core Curriculum - Software & Programs	300.00
4340	Office Supplies	9.00
4710	Vended Food Service	1,945.80
5230	Conference & Workshop Registration Fees	500.00
5310	Professional Dues, Memberships, and Subscriptions	750.00
5510	Utilities - Electricity	881.04
5560	Operations - Security	203.03
5610	Rent - Facilities Rent and CAM Charges	27,361.14
5630	Repairs & Maintenance - Facilities	650.00
5809	Professional Services - Shared/Leased Employees	1,552.69
5827	Operating Expenditures - Other Benefit Fees	13.60
5829	Operating Expenditures - Events	433.05
5850	Student Services Expenditures - Student Information System	2,617.30
5854	Student Services Expenditures - Electives & Enrichment	1,250.00
5910	Telephone & Fax	191.23
5920	Internet Services	123.20
9535	Retirement Liability	19,239.89
Grand Total		\$ 67,369.57

Company name: Empower Generations
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 03/02/2023-03/29/2023
Created on: 3/31/23
Location: 115--Empower Generations

Date	Vendor	Amount
3/6/23	CIGN000--Cigna Healthcare	567.72
3/6/23	KAIS000--Kaiser Foundation Health Plan	4,896.58
3/6/23	STUM000--Stumbaugh & Associates Inc	3,712.00
3/6/23	STUM000--Stumbaugh & Associates Inc	-3,712.00
3/6/23	STUM000--Stumbaugh & Associates Inc	3,712.00
3/6/23	TEAC006--Teacher's School Supply, LLC	3,149.05
3/6/23	WEXH000--WEX Health Inc.	17.00
3/6/23	WEXH000--WEX Health Inc.	17.00
3/6/23	WEXH000--WEX Health Inc.	13.60
3/7/23	AFLA000--AFLAC	365.00
3/7/23	FIDE000--Fidelity Security Life Insurance Company	46.74
3/7/23	FIDE000--Fidelity Security Life Insurance Company	48.39
3/7/23	LEGA003--Legal Shield	44.85
3/7/23	OSTU000--O Studios Dance and Music	2,500.00
3/7/23	SUNL000--Sun Life Assurance Company of Canada	137.73
3/7/23	THEA008--The Abbey Company	13,022.09
3/8/23	MCCA000--McCalla Company	253.95
3/8/23	PURE000--Pure Oasis Water	13.00
3/8/23	WEXH000--WEX Health Inc.	13.60
3/13/23	LOSA001--Los Angeles County Office of Education (LACOE)	5.86
3/15/23	AMAZ100--Amazon Capital Services (iCA)	348.69
3/15/23	CIGN000--Cigna Healthcare	534.07
3/15/23	EDI115B--Southern California Edison 9022.	568.26
3/15/23	FIDE000--Fidelity Security Life Insurance Company	38.63
3/15/23	FIDE000--Fidelity Security Life Insurance Company	48.39
3/15/23	FRES001--Fresh Start Healthy Meals, Inc.	1,607.40
3/15/23	JIVE000--Jive Communications, Inc.	194.10
3/15/23	KAIS000--Kaiser Foundation Health Plan	4,264.49
3/15/23	SUNL000--Sun Life Assurance Company of Canada	135.36
3/22/23	AMAZ100--Amazon Capital Services (iCA)	177.41
3/22/23	CMJT000--CMJ Technologies, Inc	1,033.86
3/22/23	NITE000--Nite-Lite Signs Inc.	5,605.56
3/27/23	AFLA000--AFLAC	365.00
3/27/23	PURE000--Pure Oasis Water	23.00
3/28/23	ARTH000--First Insurance Funding	582.78
		44,351.16

Company name: Empower Generations
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 03/30/2023-05/04/2023
Created on: 5/7/23
Location: 115--Empower Generations

Date	Vendor	Amount
3/30/23	PURE000--Pure Oasis Water	9.00
3/30/23	SCHO013--School Food and Wellness Group	750.00
3/30/23	THEA008--The Abbey Company	13,022.09
3/30/23	TMOB001--T-Mobile 8994	123.20
3/30/23	KJIP000--KJI Plumbing Inc	650.00
4/3/23	LOSA001--Los Angeles County Office of Education (LACOE)	9,831.25
4/10/23	LEGA003--Legal Shield	44.85
4/10/23	DONO000--Donovan, Malaka	433.05
4/10/23	WEXH000--WEX Health Inc.	13.60
4/10/23	TREE001--Treedom Tools,Inc	100.00
4/10/23	ILEA300--iLEAD California	500.00
4/14/23	SCHO009--School Pathways LLC	2,617.30
4/14/23	JIVE000--Jive Communications, Inc.	191.23
4/14/23	SUNL000--Sun Life Assurance Company of Canada	98.63
4/14/23	FRES001--Fresh Start Healthy Meals, Inc.	1,945.80
4/14/23	FIDE000--Fidelity Security Life Insurance Company	38.63
4/14/23	FIDE000--Fidelity Security Life Insurance Company	48.39
4/14/23	EDI115B--Southern California Edison 9022.	381.09
4/14/23	KAIS000--Kaiser Foundation Health Plan	4,264.49
4/14/23	CIGN000--Cigna Healthcare	534.07
4/14/23	OSTU000--O Studios Dance and Music	1,250.00
5/1/23	LOSA001--Los Angeles County Office of Education (LACOE)	9,408.64
5/2/23	EDI115B--Southern California Edison 9022.	499.95
5/2/23	ILEA000--iLEAD Lancaster Charter Schools	1,552.69
5/2/23	TREE001--Treedom Tools,Inc	200.00
5/2/23	THEA008--The Abbey Company	14,542.08
5/2/23	TREE001--Treedom Tools,Inc	-200.00
5/2/23	EDI115B--Southern California Edison 9022.	-499.95
5/2/23	THEA008--The Abbey Company	-14,542.08
5/2/23	TREE001--Treedom Tools,Inc	200.00
5/2/23	EDI115B--Southern California Edison 9022.	499.95
5/2/23	THEA008--The Abbey Company	14,542.08
5/3/23	WEXH000--WEX Health Inc.	10.20
5/3/23	LEGA003--Legal Shield	44.85
5/3/23	KAIS000--Kaiser Foundation Health Plan	4,264.49
		\$67,369.57

Empower Generations
Innovation Studios
School/Studio Director's Report - Malaka Donovan
May 11th, 2023

Curriculum and Instruction

Finishing up the same projects that were shared in the last board meeting.

Based on MAP data created some focus groups to help with some academic gaps

Held our Learner Led Conferences this month - review progress of goals

Professional Learning/Facilitator Support

- Working on connecting with families on Fridays to increase engagement
- Rosiey attended the School Pathways Training

Enrollment

Goal Enrollment – 120 learners for 2023 Fall

Current Enrollment - 81 learners

2 New Family information nights (April & May)

Sending our flyers to local families

Sent out our Intents to Return for next year

We already have 70 Intents to Enroll for next year

Other

Golden State Merit Diploma - 3 learners

Completed our DASS application and still qualify

Weekly Senior Meetings - keep them on track and plan for senior events

Graduation is June 13th at 5:00pm

Able to offer free vision and hearing screenings to learners and vouchers for those who qualify

Rosiey has been attending iLEAD Lancaster and iLEAD AV Open houses to share information about Empower Generations

Marketing Team came in and created a promotional EG video and took photos for future marketing

Had an awesome New Campus Grand Opening! Dignitaries, iLEAD Ca, community partners, board members, current and incoming families. Raised \$2,400.

Senior Events

Pre-Prom Party

Prom

Jersey Mike's Fundraiser

Senior Defense Portfolio

Grad Night

Senior Dinner

Graduation

Senior Boys hosted a Movie Night and raised \$300!







Pieces of YOU make

Empower Generations whole.

Item/Category:	Projected Costs	Contracted Costs	Difference					
Architectural & Permits	\$24,960.75	\$33,851.49						
Architectural Design	\$24,960.75	\$31,681.00	-\$6,720.25	Combs & Miguel/ Angel				
Permits (Permit Fee Summary WS)	\$2,170.49	\$2,170.49	\$0.00	City of Lancaster				
Fire Department Fees	\$920.00	\$920.00	\$0.00					
Hard Construction Costs	\$253,728.14	\$292,313.93						
Framing/Drywall (ES)	\$63,000.00	\$83,166.00	-\$20,166.00					
Plumbing (KJI)	\$30,000.00	\$41,475.00	-\$11,475.00	needed to move rough plumbing for salon, plumb hot water heaters				
Electrical (Packard)	\$35,000.00	\$45,602.00	-\$10,602.00	needed electrical for thermostat boxes				
Painting/Finishes/Base	\$11,000.00	\$11,600.00	-\$600.00					
Fire Alarm	\$26,500.00	\$13,250.00	\$13,250.00	fire alarm system				
Mechanical (HVAC)	\$15,000.00	\$13,585.00	\$1,415.00					
Doors & Windows	\$8,500.00	\$15,984.00	-\$7,484.00					
Bathroom Partitions (Stumbaugh)	\$0.00	\$7,425.00	-\$7,425.00					
Floors (Mayfair Concrete)	\$10,000.00	\$7,560.00	\$2,440.00					
Exterior Fence	\$8,000.00	\$10,400.00	-\$2,400.00					
AD Fire	\$0.00	\$6,364.80	-\$6,364.80	(sprinkler head adjustments) refund amount \$292.80	check			
Forklift	\$0.00	\$2,633.00	-\$2,633.00	needed to reach high ceilings				
Network/Internet	\$6,230.30	\$4,396.00	\$1,834.30					
Bay Alarm System	\$0.00	\$2,350.00	-\$2,350.00	security alarm system				
Servery	\$1,353.39	\$1,353.39	\$0.00			Servery	\$14,475.00	\$15,828.00
Five Star Roofing	\$0.00	3,165.00	-\$3,165.00	repair roof holes for ventilation				
Independent Concrete Cutting	\$0.00	4,145.00	-\$4,145.00	drilled holes for ADA ramp and cut wall for back door				
Welding Structural Steel (Ultra)	\$0.00	5,375.00	-\$5,375.00					
Structural Steel Frame (McCarthy)	\$0.00	3,307.50	-\$3,307.50	steel frame for back door				
Movable Partion Walls	\$15,000.00	0.00	\$15,000.00	never purchased				
NiteLite Signs	\$11,334.00	\$5,605.56	\$5,728.44	exterior sign (part of marketing & branding budget)				
CMJ Technologies	\$0.00	\$1,033.86	-\$1,033.86	hand railings for ADA ramp				
5% Misc Costs	\$12,810.45	6,337.82	\$6,472.63	Amazon, plan printing				
Abbey Management Credit		-\$3,800.00	\$3,800.00					
Total:	\$280,859.38	\$326,165.42	-\$45,306.04					
* updated 3/28/23								



English Learner Master Plan

Table of Contents

- Empower Generations SCHOOLS' EL MASTER PLAN INTRODUCTION & OVERVIEW OF PROGRAMMATIC GOALS FOR ENGLISH LEARNERS - [Page 2](#)
- CHAPTER 1: INITIAL IDENTIFICATION, PARENT NOTIFICATION OF INSTRUCTIONAL PROGRAM OPTIONS, ASSESSMENT AND PROGRAM PLACEMENT AND RECLASSIFICATION - [Page 4](#)
- CHAPTER 2: INSTRUCTIONAL PROGRAM OPTIONS - [Page 10](#)
- CHAPTER 3: INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS - [Page 12](#)
- CHAPTER 4: FAMILY AND COMMUNITY INVOLVEMENT - [Page 18](#)
- CHAPTER 5: MONITORING, EVALUATION, AND ACCOUNTABILITY; PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY - [Page 20](#)
- CHAPTER 6: MEETING STATE AND FEDERAL COMPLIANCE REQUIREMENTS - [Page 22](#)
- APPENDIX A: English Proficiency Data in Empower Generations's Student Information System - [Page 23](#)
- APPENDIX B: Sample Reclassification Letters [Page 28](#)
- APPENDIX C: Ed Code 11518.20 [Page 29](#)

Empower Generations's EL Master Plan Introduction

Empower Generations's English Learner Master Plan is designed to provide guidance and direction to administrators, instructional staff, families and learners regarding our programmatic goals and expectations for English Learners. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity and we will hold each other accountable for doing so as we strive to continuously improve our services and outcomes for English Learners.

This document builds on our core beliefs. Learners' academic and social-emotional achievements are at the center of all of our policy decisions and are the focus of the English Learner Master Plan. We appreciate the responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every learner in California. English Learners face the twin tasks of learning rigorous academic subject matter while simultaneously mastering a new language. We know that English Learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Empower Generations, we value and promote 21st-Century College and Career Ready knowledge and skills, as well as multilingual and multicultural proficiencies that bestow real advantages in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for all of our learners.

While the plan describes procedures and systems that are required by state and federal law, the heart of this plan describes what is to occur in the classroom. The plan also describes how ELs are identified, how our EL program is structured and how ELs become proficient in English and have full access to a challenging academic curriculum. It describes the systems for monitoring learners progress from the point of identification through their reclassification as Reclassified Fluent English Proficient (RFEP). While reclassification is an important milestone for all ELs, it is not the end of the journey. Empower Generations continues to closely monitor the progress of former ELs who have met reclassification criteria to ensure that they continue to achieve. If a learner should decline in performance, we will support them with appropriate linguistic and academic interventions.

Overview of Programmatic Goals for English Learners

A core part of Empower Generations's mission is to meet the educational needs of all learners in an environment that fosters an appreciation for and understanding of other languages and cultures. To that end, Empower Generations values and implements *The Principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (CA EL Roadmap). <https://www.cde.ca.gov/sp/el/rm/>
The four principles of the CA EL Roadmap include:

- **Principle One: Assets-Oriented and Needs-Responsive Schools**
Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
- **Principle Two: Intellectual Quality of Instruction and Meaningful Access**
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
- **Principle Three: System Conditions that Support Effectiveness**
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
- **Principle Four: Alignment and Articulation Within and Across Systems**
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

One focus area for Empower Generations's ELs is based on Principle One: Assets-Oriented and Needs-Responsive Schools. Empower Generations's staff

members are responsive to different EL strengths, needs, and identities and support their socio-emotional health and development. Programs and people value and build upon the cultural and linguistic assets learners bring to their education in a safe and affirming school climate. Educators value and build strong family, community, and school partnerships. When ELs feel valued and included in the school community, their language achievement is enhanced.

Another goal supports [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#). School leaders and staff review English Language Development curriculum and supports annually and make adjustments, as needed, to best serve our ELs and promote their mastery of English.

At Empower Generations, ELs work on mastering ELD and Common Core State Standards simultaneously. They are engaged in the type of rich instruction called for in the Common Core State Standards, with appropriate scaffolding that attends to their particular language learning needs. They are supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia work
- Develop proficiency in shifting registers based on task, purpose, audience, and text type

CHAPTER 1: Initial Identification, Assessment, Program Placement and Reclassification

- **THE ENROLLMENT PROCESS**
- **LANGUAGE PROFICIENCY ASSESSMENTS**
- **CORRECTION OF CLASSIFICATION ERRORS**
- **PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL**

RIGHTS/INFORMED CONSENT

- **RECLASSIFICATION**
- **CRITERIA USED FOR RECLASSIFICATION**
- **MONITORING PROGRESS OF RECLASSIFIED STUDENTS**
- **RECLASSIFYING ENGLISH LEARNERS WITH SPECIAL NEEDS**

Enrollment Process

Empower Generations seeks to enroll learner populations that serve and reflect the demographics of the local region. Accordingly, Empower Generations complies with federal, state, and county mandates regarding identifying, enrolling, instructing, assessing, and monitoring ELs. Below are the steps taken upon enrollment.

1. All incoming families, who are first time enrollees in California Public Schools, complete a Home Language Survey (HLS) upon enrollment. Families coming from another CA public school have already completed a HLS, so their home/primary language and language status must be found in CALPADS and added to the school's student information system (SIS).
2. If parents/guardians indicate a language other than English on the original HLS and there has been no previous enrollment in a CA public school, the learner will be entered into the SIS as to be determined (TBD). Per ELPAC regulations, TBDs are given the Initial ELPAC within 30 calendar days of enrollment.
 - a. If the learner is transferring from another public school in California, CALPADS must be checked for primary/home language and learner language status and entered into the SIS. EL records must also be requested by the site.
 - b. If the initial home language survey identifies a language other than English, the learner's language status must be entered in the SIS as TBD.
 - a. Site Registrars/Office Managers, along with administration, are responsible for determining the primary language based on CALPADS or the HLS and entering the home/primary language and language status in the SIS.

Home Language Survey Questions

1. Language the student first learned, is spoken by the student, or in the case of a student too young to speak, the language spoken most frequently by adults in the home. Explain
2. What language did the student first learn to speak?
3. What language does the student most frequently read/speak at home?
4. What language does the parent/guardian most frequently speak to the student?
5. Which language is most often spoken by adults in the home?

Language Proficiency Assessments

The English Language Proficiency Assessments for California (ELPAC) are used to identify English Learners' level of proficiency in listening, speaking, reading, and writing. A learner identified as To Be Determined (TBD) must be given the Initial ELPAC within 30 days of enrollment. The Summative ELPAC is given to all ELs each Spring to monitor their progress toward English language acquisition.

The ELPAC is aligned with California's 2012 English Language Development Standards and is comprised of two separate ELP assessments:

- **Initial ELPAC**—an initial identification of learners as IFEP or EL
- **Summative ELPAC**—an annual summative assessment to measure progress in mastering English and to identify the learner's ELP level.

The scores of the Initial ELPAC will indicate one of the following:

Initial Fluent English Proficient(**IFEP**)

Intermediate English Learner (**EL**)

Novice English Learner (**EL**)

The scores of the Summative ELPAC indicate an **Emerging, Expanding, or Bridging** proficiency level of ELD Standards.

Correction of Classification Errors

When a learner is classified as English Only (EO) and the LEA has an indication that the learner's primary or native language is not English and the pupil is not able to perform ordinary classroom work in English, the LEA may collect and review evidence of the pupil's ordinary classwork in English. (Ed Code 11518.20)

- (d)(3) Parent or guardian opinion and consultation results; and
- (d)(4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7 to 12) and English Language Development, as applicable, obtained from the pupil's classroom teacher and other certified staff with direct responsibility for teacher or placement decisions

If the LEA determines that the learner shall be administered the initial assessment in order to determine the pupil's classification:

- The LEA shall notify the pupil's parent or guardian in writing that the pupil will be assessed at least 10 calendar days prior to administration of the

initial assessment

If the LEA administers the initial assessment and if the learner does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. The LEA shall notify the learner's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination.

The learner's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c). (See appendix)

During the time evidence is being collected and reviewed, the learner shall retain his or her original classification. This review shall occur only once over the course of the learner's enrollment in the California public school system.

Professional Development for Staff/Administration on Initial Identification, Placement, and Related Parent/Guardian Rights

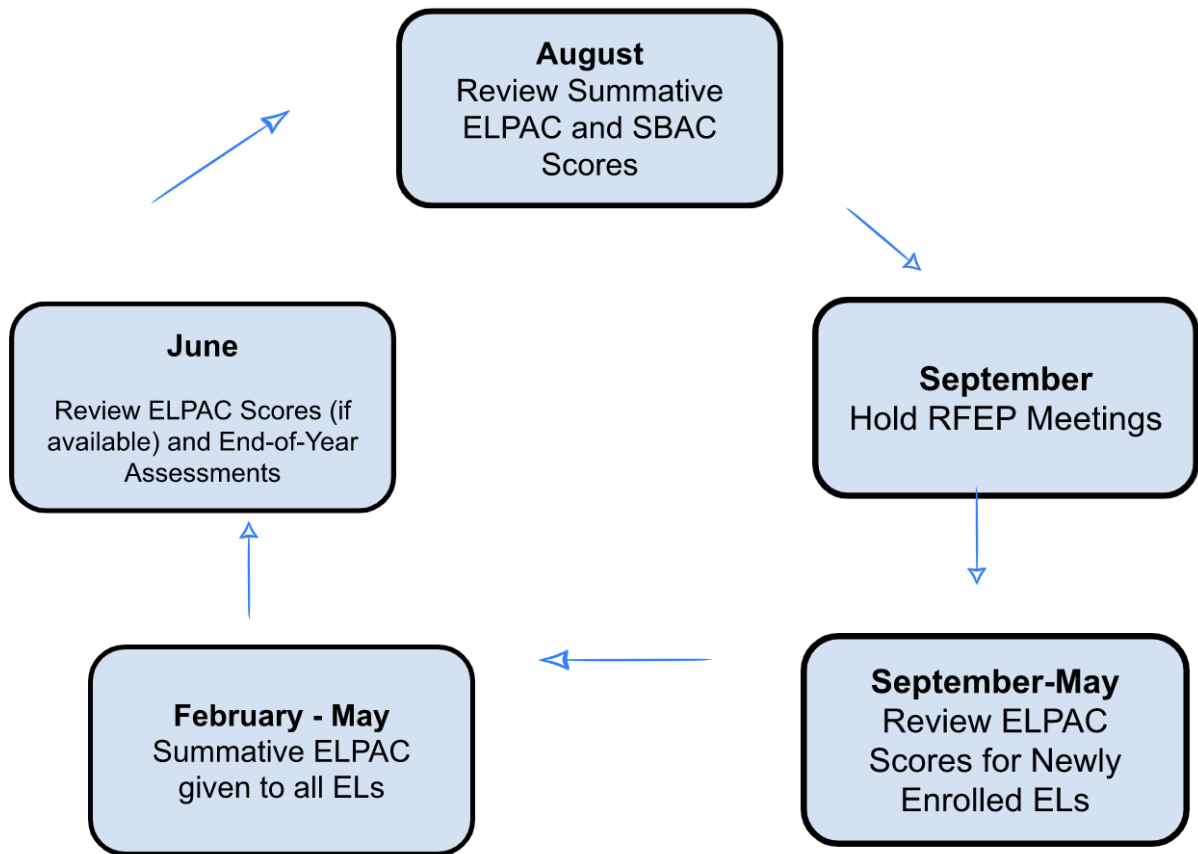
Office staff training on enrollment procedures, assessment for identification, program placement, and parent/guardian communication, including informing families of their child's placement, their legal rights, and making them feel welcome, is conducted annually with additional training scheduled as needed.

RECLASSIFICATION (CRITERIA USED FOR RECLASSIFICATION, MONITORING PROGRESS OF RECLASSIFIED LEARNERS, and RECLASSIFYING ENGLISH LEARNERS WITH SPECIAL NEEDS)

Reclassification is the process whereby a student is reclassified from English Learner (EL) status to Reclassified Fluent English Proficient (RFEP) status.

Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

RECLASSIFICATION CYCLE



CRITERIA USED FOR RECLASSIFICATION:

Empower Generations uses the guidelines stipulated in 5 CCR, sections 11303 Reclassification and 11308 [c][6] Advisory Committee issued by the California Department of Education.

Criterion 1: *Assessment of English Language Proficiency*

Criterion 2: *Teacher Evaluations*

Criterion 3: *Parent Consultation*

Criterion 4: *Basic Skills Relative to English Proficient Students*

Criteria	Kinder-1st	2nd	3rd-5th	6th-8th	9th-10th	11th-12th
ELPAC Results	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4	ELPAC Overall score of 4
SBAC or MAP Scores	Score at or above 50th percentile on MAP Reading	Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading	Meets or Exceeds Standards on ELA SBAC or Score at or above 50th percentile on MAP Reading
Facilitator Evaluation	*OPTEL	*OPTEL	*OPTEL	*OPTEL	*OPTEL	*OPTEL
Parent Consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation	Parent consultation

*To be used once adopted by the California Department of Education

When an EL reclassifies, the reclassification form is completed by the site EL coordinator, shared with the parent/guardian, and filed in the learner's cumulative folder. Then, the language status must be updated to RFEP in the SIS and uploaded to CALPADS.

Monitoring Progress of Reclassified Students

Learners who have been reclassified must be monitored for four years after reclassification. School staff will use the state and or local assessment results, class performance, and reports of progress, to determine if the EL continues to experience academic success or if more English support is needed. Facilitator input is collected twice a year. All core teachers give feedback about student progress in class and indicate whether the student is in need of further intervention. When further support and interventions are needed, the EL is placed into Designated ELD classes. Empower Generations uses Ellevation to track RFEP monitoring.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria apply to ELs who have special needs; however, the Summative ELPAC is given with designated and non-designated supports and accommodations as determined by the iep team. For ELs with the most significant cognitive abilities, the Alternate ELPAC is given when deemed appropriate. Once it is determined that a learner takes an alternate state assessment, that learner must take alternate versions of other state

assessments. The IEP team should be consulted when reclassifying an EL with special needs. IEP teams should verify that in addition to meeting the criteria for reclassification, learners with ELD goals in their IEPs have mastered those goals before the learners are reclassified.

The IEP team must utilize 4 criteria to determine reclassification:

- **Criterion 1: Assessment of English Language Proficiency**
 - The IEP team will use the most recent administration of the ELPAC or Alternate ELPAC as the primary evidence that a learner has met the criteria demonstrating English language proficiency. A Summative ELPAC score of 4 or an Alternate Summative ELPAC score of 3 is required in order to consider reclassification of the learner.
- **Criterion 2: Facilitator Evaluation**
 - The IEP team will consider the learner's classroom performance information regarding (1) progress on IEP goals related to ELD, (2) progress on all literacy domains, (3) mastery of content as evidenced by IEP goals, and (4) mastery of grade level expectations.
- **Criterion 3: Assessment of Basic Skills**
 - The IEP team will utilize a basic skills assessment (NWEA MAP) or an equivalent assessment.
- **Criterion 4: Parent/Guardian Option and Consultation**
 - The IEP team will consider parent/guardian input.

The IEP team may use other criteria to supplement the above required criterion to ensure that the most appropriate decision is made for each learner.

CHAPTER 2: INSTRUCTIONAL PROGRAM

Instructional Program Options

For the academic and social benefits of all, Empower Generations uses an inclusion model that allows learners of a wide variety of backgrounds, experiences, abilities, and needs to work collaboratively, thereby enriching each other's experience. This format allows all learners to be part of and contribute to a more global community. We have seen how this opportunity to interact and collaborate academically and socially allows our learners to deepen their levels of empathy, problem-solving, flexibility, and critical thinking, while mastering the state standards.

With the collaborative instructional model, learners receive support from their

peers, classroom facilitators (general education facilitators), Care Team personnel (paraprofessionals), parent/guardian volunteers, and student support personnel.

As with all of the learners at Empower Generations, Individualized Learning Plans (ILPs) are developed for ELs at the beginning of each year. Using specific and individualized diagnostic assessment data, each learner team, consisting of the classroom facilitator, parent/guardian, and the learner themselves, will meet to establish an individualized annual ELD goal. Progress made toward the ELD goal is monitored throughout the year. Not only does each learner track and monitor their own progress (with the support of their family and facilitator), learners also reflect and report on their progress with their class at the end of the school year.

Empower Generations's ELs receive their services through a Structured English Immersion (SEI) program specifically designed to develop learners' English language proficiency. The California English Language Development Standards are used, in conjunction with the English Language Arts Standards, to scaffold the learners' instruction and progress toward eventual reclassification. For Integrated ELD, we implement research-based strategies and activities, through the ELLEVATION platform, so ELs can better access the curriculum.

Coding EL Programs and Courses in the SIS

EL program codes must be added to the SIS for each learner. All Empower Generations ELs must have code **305-Structured English Immersion Program selected**.

All school courses in the SIS must be coded as one of the following:

- Code 3-***Integrated ELD Instruction Only***
or
- Code 4-***Designated and Integrated ELD Instruction But Not Primary Language Instruction***

English and Self-Contained Classes: Code 4-***Designated and Integrated ELD Instruction But Not Primary Language Instruction***

All other classes: Code 3-***Integrated ELD Instruction Only***

CHAPTER 3: INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS

- RESEARCH-BASED INSTRUCTIONAL FRAMEWORKS THAT INFORM OUR PRACTICE WITH ENGLISH LEARNERS
- ONGOING TRAINING AND PROFESSIONAL DEVELOPMENT
- SERVICE MODEL FOR ENGLISH LEARNERS
- AVAILABILITY AND USE OF ELD MATERIALS

RESEARCH-BASED INSTRUCTIONAL FRAMEWORKS THAT INFORM OUR PRACTICE WITH ENGLISH LEARNERS

Principle Two of the CA EL Roadmap: Intellectual Quality of Instruction and Meaningful Access states that “English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”

In order to provide quality instruction and meaningful access, our facilitators use a combination research-based instructional strategies such as:

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support ELs. It emphasizes the importance of supporting EL's in acquiring academic skills and knowledge, while at the same time learning English through comprehensible input. The practice was based on linguistic theories laid out by a number of researchers, including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*.¹ At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible input and a supportive affective environment. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. Language is acquired because of the context in which it is contained.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project based learning theories, and special education approaches. SDAIE encompasses proven teaching strategies and techniques that benefit all types of learners, offering

particular support to students who are EL.

The four major components of this teaching approach are:

1. **A visual approach to classroom presentation:** Facilitators will use models, kits, manipulatives, and gestures to show learners what they are talking about.
2. **A hands-on approach to class work:** Learners will retain new information faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
3. **Cooperative learning strategies:** Facilitators will structure learning opportunities through project-based learning and during workshop instruction for learners to work together, be held individually accountable, and develop positive social skills. Learners are more likely to try to practice their English skills in smaller groups.
4. **Guided vocabulary techniques:** Facilitators make conscious choices regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons.

Project Based Learning (PBL): PBL incorporates communication and collaboration, allowing all learners to contribute in areas in which they show strength and to grow in areas of personal need. Projects include a great deal of learner voice and choice, with the purpose of engaging and incentivizing greater levels of learner participation and deeper levels of inquiry and communication - both academic and interpersonal. Through projects, ELs practice listening, speaking, reading, and writing in English in authentic ways.

ONGOING TRAINING AND PROFESSIONAL DEVELOPMENT

Each year, Empower Generations develops school priorities. These priorities impact our focus areas for staff development and training throughout the year. With an organizational priority on improving the achievement for ELs, Empower Generations leadership prioritizes EL professional development and training for all instructional staff. These trainings focus on

- Learning strategies to increase lesson engagement and access to the curriculum in the classroom.
- Using ELPAC and other data to inform instruction for ELs
- Implementing ELD standards in conjunction with content standards
- Improving EL understanding through Integrated ELD
- Providing effective Designated ELD instruction
- Preparing for the Summative ELPAC

SERVICE MODEL FOR ENGLISH LEARNERS

TK - 12th English Language Development (ELD) Classroom Practices:

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (5 CCR Section 11300[c]).

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (California Code of Regulations, Title 5 [5 CCR] Section 11300[a]).

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

At Empower Generations, Integrated and Designated ELD incorporate California Dept. of Education ELD Standards as outlined in the table below:

CA ELD Standards—Parts and Strands

Part I: Interacting in Meaningful Ways
A. Collaborative (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others

4. Adapting language choices to various contexts
B. Interpretive (comprehension and analysis of written and spoken texts)
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources
Part II: Learning About How English Works
A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types

4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Listed below are additional strategies and practices that increase learner engagement and understanding.

Strategy	How it helps:	How it works:
Language Objectives separate from Content Objectives	<ul style="list-style-type: none"> • Builds academic English by focus on major language form, function and/or vocabulary focus separate from content objective 	<ol style="list-style-type: none"> 1. Facilitator writes separate language and content 2. Objectives for lessons, students read aloud together. 3. Teacher refers to objectives throughout lessons and revisits objectives with learners at the end of the lesson to identify if learners have met the objective.
Vocabulary Building (Cognitive Content Dictionary)	<ul style="list-style-type: none"> • Learners think about thinking • Builds vocabulary • Aids in comprehension 	<ol style="list-style-type: none"> 1. Facilitator chooses a word 2. Learners, in teams, guess what it means 3. Facilitator gives the meaning with hand motions 4. Facilitators explains the word's origins 5. Facilitators provides dictionary definition 6. Learners use the word in a sentence 7. The word becomes a signal word
Language Forms and Functions	<ul style="list-style-type: none"> • Helps learners focus on higher level grammatical forms and functions for understanding receptive language (listening, and reading) and producing higher level expressive language (speaking and writing) 	<ol style="list-style-type: none"> 1. Facilitator provides sentence frames and vocabulary related to cross content language forms and functions 2. Facilitator reminds learners to speak and write using the focus language forms and functions.

Sentence Frames	<ul style="list-style-type: none"> ●Guides speaking and writing ●Shows proper use of vocabulary ●Gets students talking 	<ol style="list-style-type: none"> 1. Facilitator provides first words of a sentence or portion of a sentence, which might include key vocabulary or a language function that students are learning (i.e. compare & contrast) 2. Learners use those words and then add their own to finish the sentence
Pictorial Input Chart	<ul style="list-style-type: none"> ●Helps learners understand ●Organizes information ●Becomes a resource for learners 	<ol style="list-style-type: none"> 1. Facilitator makes a chart drawing with labels it 2. As learners watch, facilitator traces in marker and explains 3. Facilitator revisits to add word cards and images and to review concept 4. Learners draw and label their own picture or color the class chart
Real objects (Realia)	<ul style="list-style-type: none"> * Links words with objects *Aids in understanding 	<ol style="list-style-type: none"> 1. Facilitator brings in real object 2. Facilitator names and explains object 3. Learners see, hear, smell, touch, taste object and use language to describe their experience

Photographs and Pictures (Visuals)	* Links concepts with images * Aids in understanding	<ol style="list-style-type: none"> 1. Facilitator brings in photograph or image 2. Facilitator names and explains image 3. Learners look at image and have opportunities to use language frames to describe the objects or photographs they are observing
---	---	--

CHAPTER 4: FAMILY AND COMMUNITY INVOLVEMENT

PARENT AND COMMUNITY PARTICIPATION

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning English Learner Advisory Committee (ELAC). ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision-making group that approves expenditures. However, ELAC does give input and advice on school decisions and the use of funding sources dedicated to ELs.

Legal Requirements California Education Code – Section 52176 states,

“A school site with 20 or more pupils of limited English proficiency shall establish a school level advisory committee on which parents/guardians of such pupils constitute membership in at least the same percentage as their children represent of the total number of pupils in the school. The school may designate for this purpose an existing school level advisory committee that meets the criteria stated above. A School Site with 21 or more English Learners (ELs) must have a functioning EL Advisory Committee (ELAC) that meets the following requirements”

- Parent members are elected by parents or guardians of English Learners. The parents shall be provided with the opportunity to vote in the election.

- Parents of ELs constitute at least the same percentage of the committee memberships as their children represent the student body.
- ELAC advises site leadership and staff on the school's program for ELs.
- ELAC assists in the development of the school's needs assessment assists with efforts to make parents aware of the importance of regular school attendance.
- ELAC receives training to assist members in carrying out their legal responsibilities.

Steps for Establishing an ELAC

1. Determine the number of parents/guardians of English Learners that need to be on the committee.
2. Determine the preliminary advisory committee size. The law is silent on the size of the committee. The requirement is that the percentage of parents/guardians of ELs serving on the ELAC must be at least the same as the percentage of ELs enrolled in the school.
3. The purpose of an ELAC is to build the capacity of parents/guardians of ELs to assist in the education of their children.
4. Other members of the ELAC can be parents/guardians, school staff, and members of the community as long as the minimum percentage requirement for EL parents is maintained.
5. Notify the parents of ELAC elections. All parents of English Learners in the school may be elected to serve on ELAC.
6. Elect parents of ELs to serve as ELAC officers. The law requires that only parents/guardians of English Learners elect the parent/guardian members of the ELAC. An election shall be held in which all parents of ELs will have the opportunity to vote.

Selection of ELAC Officers

The following are the ELAC Officer positions and responsibilities:

- **President:** Assists with the development and posting of ELAC agenda's.
Presides over meetings
 - **Vice-President:** Performs the duties of the present when the president is unavailable
 - **Secretary:** Takes meeting minutes

1) Election Policies and Procedures:

- Parents/Guardians of ELs will be provided with the opportunity to nominate candidates in the fall of each school year.
- The Site Director/Designee will develop, coordinate, and monitor the election process.
- Communication to elicit candidates will include phone calls, emails, and newsletters.

2) Replacement During the Year:

- If a committee member must be replaced during the school year, discussion and elections will take place at the next ELAC meeting.

CHAPTER 5: MONITORING, EVALUATION, AND ACCOUNTABILITY; PURPOSES OF EL PROGRAM MONITORING, EVALUATION AND ACCOUNTABILITY

- PROGRAM EVALUATION
- PROGRESS MONITORING OF ENGLISH LEARNERS PROGRAM EVALUATION

Each school year, school administration will take steps to ensure the effectiveness of EL programs by conducting an analysis. Through the process, the following areas will be evaluated, refined, and adjusted.

Goal	Evaluation Questions
1. Implementation EL programs are fully implemented as described in this plan.	1.1 Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Language Learners useful to facilitators, administrators, and parents/guardians as a tool to meet the needs of ELs? 1.3 Are ELs at high schools gaining access to academically rigorous core classes?

2. English Proficiency

ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.

2.1 What percentage of EL's have increased at least one level on the ELPAC?

2.2 What percentage of ELs have Reclassified?

3. Academic Progress

a. ELs will make steady progress in core academic subjects

b. ELs in our school 5 years or longer will meet grade-level standards in core academic subjects

3.1 Are increasing percentages of ELs making steady academic progress on SBAC-ELA?

3.2 Are increasing percentages of ELs making steady academic progress on SBAC-Math?

3.3 Are ELs not making steady academic progress being identified and appropriately served?

3.4 Are increasing percentages of ELs in our school 5 years or longer meeting all criteria required for Reclassification?

3.5 Are ELs (and RFEPs) in high school making expected progress toward graduation?

4. Decrease Risk of Failure

Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.

4.1 Are ELs (and RFEPs) not overrepresented in the following categories:

- Suspensions, expulsions, other discipline

- Dropouts

4.2 Is there an annual decrease in the percentage of ELs and RFEPs for each of the risk factors defined in 4.1?

PROGRESS MONITORING OF ENGLISH LEARNERS

Empower Generations supports Principle Four of the CA EL Roadmap, Alignment and Articulation Within and Across Systems. At Empower Generations, ELs experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in the early grades and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge learners need for college- and career-readiness and participation in a global, diverse, multilingual world.

EL performance is tracked by ELPAC scores, NWEA MAP, classroom observation, and formative assessments that reflect the level of mastery of

the CA ELD and Common Core State Standards.

Once learners are identified as EL, we use various internal controls and methods to collect and document all pertinent and appropriate information about academic progress. Within each EL's cumulative file, one will find the necessary documentation related to the learner's growth in English. EL information is also housed in our SIS and ELLEVATION. ELLEVATION is a platform that allows us to monitor learner progress, plan engaging instruction, develop goals, and generate reports. This ensures that all members of our instructional team can easily access information about status and progress over time.

CHAPTER 6: MEETING STATE AND FEDERAL COMPLIANCE REQUIREMENTS

This chapter addresses the additional state and federal requirements for the services to ELs not previously addressed in this Master Plan. This chapter will be updated and supplemented with policy memos and bulletins as changes in law occur.

AUTHORIZATION TO TEACH ENGLISH LEARNERS TEACHER AUTHORIZATION

Empower Generations strives to meet CA EL Road map, Principle Three: System Conditions that Support Effectiveness, whereupon each level of the Empower Generations school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of ELs and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Empower Generations staff collaborates to plan and implement tiered levels of support to ensure learning.

Specialized knowledge is required to teach ELs. This requirement is met by completing coursework leading to a teaching credential with the appropriate authorization(s), or by passing exams approved by the California Commission on Teacher Credentialing (CTC). The State issues two types of authorization that permit teachers to provide instruction to ELs: English Learner (EL) Authorization/CLAD Certificate and Bilingual Authorization. The table below summarizes the instructional services permitted based on the type of authorization.

Authorization Type	Instructional Services
EL Authorization	English Language Development Specially Designed Academic Instruction in English
Bilingual Authorization	English Language Development Specially Designed Academic Instruction with English Primary Language Support

Facilitators of ELs are required to possess the appropriate EL authorization.

APPENDIX A: English Proficiency Data in iLEAD's Student Information System

How English Proficiency Data is Stored in iLEAD's Student Information System

(SIS) English proficiency data is stored in our SIS, Pathways, . Data is extracted from Pathways into CALPADS for all state compliance reporting as it relates to the ongoing monitoring and tracking of English Learners' status, program enrollment and proficiency in English. The California Department of Education uses CALPADS Fall 1 data to determine school site EL performance/achievement data which in turn is publicly available through DataQuest.

To ensure data accuracy we commit to:

1. Follow the law and California's detailed Education Code to ensure full compliance in our practices and policies
2. Follow this adopted Empower Generations English Language Master Plan with fidelity
3. Have every instructional, administrative and office staff member follow the specific procedures, practices and systems associated with their specific role
4. Stay up-to-date with the newly adopted standards and practices associated with the following:
 - a. [EL Common Core Standards](#)
 - b. [EL Framework and Standards](#)
 - c. [ELPAC and other assessment related updates](#)

Below are the specific proficiency statuses as defined by the State of California. All students will be tagged as one or the other within Pathways:

English Language Acquisition Codes

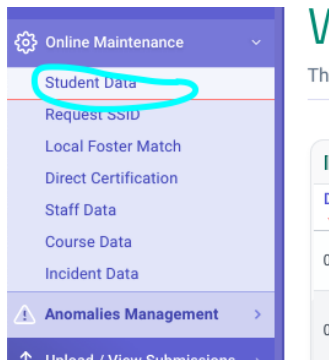
- **EO** = English Only
- **TBD**=To Be Determined
- **EL** = English Learner
- **IFEP** = Initial Fluent English Proficient
- **RFEP** = Reclassified Fluent English Proficient

Process for English Learner Status and Primary/Home Language

When a learner is being enrolled:

1. **Check CALPADS** for Language Acquisition Status and Primary Language

To find a learner when you do not have an SSID, on the left hand side of the screen in CALPADS, click on “Online Maintenance” and then choose “ Student Data”.



Click on “Search by Student Demographics/Request SSID”.

Enter the learner’s last name, first name, and date of birth, then click “Search”.

Click on the learner's name.

Student Name	SSID	Score	Local ID	Gender	Birth Date	Birth Country	Birth State Province	Primary Language	Guardian 1 First Name	Guardian 1 Last Name	Grade Level	Enro Start
Bowes, Kylie Elizabeth	1039507863		66103365	F	06/09/1996	US	US-CA	00			12	08/2

Scroll down and click on “Student English Language Acquisition”.

Open	1996537	Antelope Valley Union High-1964246	Quartz Hill High-1937051	10	11	08/09/2010	12/21/2012	T160			
Open		Keppel Union Elementary-1964642	Lake Los Angeles Elementary-6105969	10	08	08/11/2008	05/28/2010	E230		480	
Open		Westside Union Elementary-1965102	Sundown Elementary-6111520	10	06	08/14/2006	06/13/2008	T160			

1 10 items per page 1 - 6 of 6 items

Demographics

Address

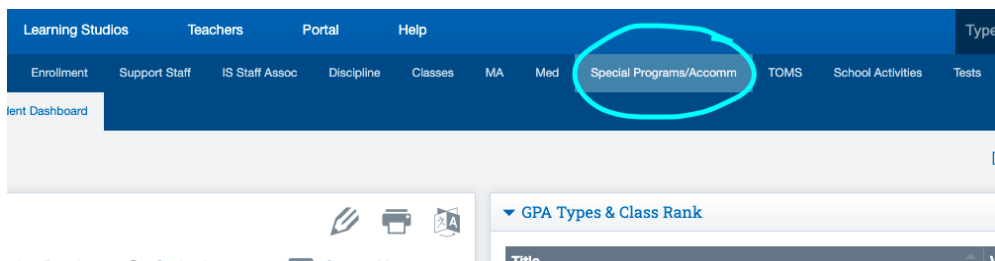
Student English Language Acquisition

Student Program

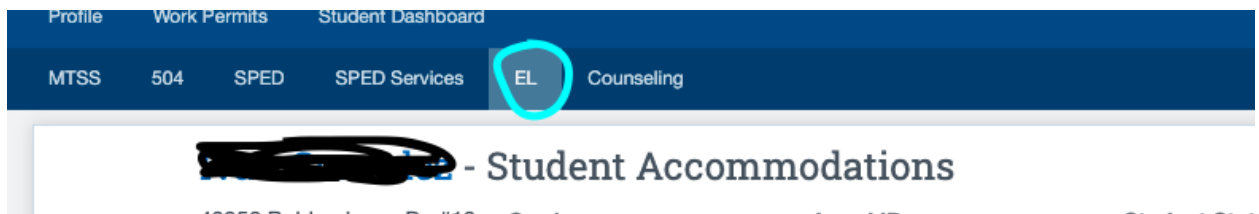
You will use the most recent Language Acquisition Status, Status Date, and Primary Language. This information will be entered into Pathways.

Student English Language Acquisition						
	Reporting LEA	Acquisition Code	Status Date	Primary Language Code	Correction Reason Code	Effective Start Date
Open	Santa Clarita Valley International - 0117234	English or American Sign Language Only-EO	10/01/2008	00 - English		01/16/2013
Open	Desert Sands Charter - 1996537	English or American Sign Language Only-EO	10/01/2008	00 - English		07/02/2012
Open	Antelope Valley Union High - 1964246	English or American Sign Language Only-EO	10/01/2008	00 - English		08/09/2010
Open	Keppel Union Elementary - 1964642	English or American Sign Language Only-EO	10/01/2008	00 - English		07/01/2009

2. In Pathways, click on “Special Programs/Accomm”.



Click on “EL”.



Enter the EL status and date from CALPADS.

The screenshot shows the 'EL' (English Learner) section of the Pathways system. A dropdown menu is open, showing the following options:

- Choose --
- English or American Sign Language Only
- Initial Fluent English Proficient
- English Learner
- Reclassified Fluent English Proficient
- ✓ To Be Determined
- Adult English Learner

 The 'To Be Determined' option is selected. Below the dropdown, the 'English Language Acquisition Status' is set to 'To Be Determined'. The 'English Language Acquisition Status Date' is set to '03/03/2021'. The 'Instructional Setting' is set to '-- Choose --'. The 'Support Staff' is set to 'EL Coordinator' with a 'Not Yet Assigned' status. The 'Attends Classes' section has checkboxes for 'Speech' and 'Resource', both of which are unchecked. The 'Service Received' is set to '-- Choose --' with a note: '(this list is prioritized, select the first item on the list which applies)'. The 'Completion of ESL/ELD Date' is set to '03/03/2021'. The 'Source for EL Info' is set to 'Source for EL Info'. The 'Notes (Teacher Viewable)' section is empty.

In Pathways, click on “Registration”.

The screenshot shows the top navigation bar of the Pathways system. The 'Registration' tab is highlighted with a red circle. The navigation bar includes the following tabs: Admin, Reports, Learning Studios, Teachers, Portal, Help, and a search bar. Below the navigation bar, the 'Registration' tab is selected, and the 'Student Dashboard' is visible. The 'Student Dashboard' includes the following sections: Search, List, Registration, Enrollment, Support Staff, IS Staff Assoc, Discipline, Classes, Med, Special Programs/Accomm, TOMS, School Activities, Tests, Transcripts, and Cume. The 'Registration' section is currently selected.

Then, click on “Ed Level & Language Survey”.

The screenshot shows the 'Student Registration' page for Ivan Gonzalez. The 'Ed Level & Language Survey' tab is highlighted with a red circle. The page includes the following sections:

- Search** and **List** tabs.
- Registration** tab (selected).
- Enrollment**, **Support Staff**, **IS Staff Assoc**, **Discipline**, **Classes**, and **Med** tabs.
- Work Permits** and **Student Dashboard** tabs.
- Student Registration: Gonzalez, Ivan** header.
- Demographics**, **District ID**, **Pre Reg & Prev School**, **Family Information**, **Ed Level & Language Survey** (highlighted), **DASS**, **APLUS**, and **HDC** tabs.
- Copy Data to New Sibling** button.
- Demographics** section with a red star icon.

Check to see if the “Primary Language” **and** “Home Language” are the same as the “Primary Language” in CALPADS. If a different language is indicated on the HLS (Home Language Survey), you need to change the “Primary” and “Home” Language to what was indicated as the primary language in CALPADS. **The Primary Language and Home Language must match here in Pathways.**

		Set all values to English
Primary Language:	Language the student first learned, is spoken by the student, or in the case of student too young to speak, the language spoken most frequently by adults in the home. Explain	English (Press the "E" key to jump to "English")
First Language:	Which language did your child learn when they first began to talk?	Spanish
Home Language:	Which language does your child most frequently speak at home?	English
Language Spoken by Parents to Student:	Which language do you (the parents and guardians) most frequently use when speaking with your child?	English
Language Spoken by Adults at Home:	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)?	Spanish
English Fluency:	Is the student fluent in English?	Yes
English Proficiency Level has been moved to the Accommodations Tab under EL		
Delete Student & Records		Save

3. If the learner cannot be found in CALPADS and you have verified this learner has not been previously enrolled in a California public school, you will need to check the HLS.

		Set all values to English
Primary Language:	Language the student first learned, is spoken by the student, or in the case of student too young to speak, the language spoken most frequently by adults in the home. Explain	English (Press the "E" key to jump to "English")
First Language:	Which language did your child learn when they first began to talk?	Spanish
Home Language:	Which language does your child most frequently speak at home?	Spanish
Language Spoken by Parents to Student:	Which language do you (the parents and guardians) most frequently use when speaking with your child?	Spanish
Language Spoken by Adults at Home:	Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)?	Spanish
English Fluency:	Is the student fluent in English?	Yes
English Proficiency Level has been moved to the Accommodations Tab under EL		

Check to see if there is a language other than English listed. Also, make sure the primary language and home language match. In the example above, the Primary language would need to be changed to "Spanish" so that the Primary Language and Home Language match.

4. If a language, other than English, is listed on the HLS, then you will enter the Language Status in Pathways as "TBD" and notify your site EL Coordinator so they can send the Initial ELPAC notification to the parent/guardian and give the assessment within 30 calendar days.

If English is the only language listed in the HLS, then you will code the learner as EO in Pathways with the effective date as the learner's first date of enrollment.

If the learner has been enrolled in a U.S. school for less than 3 years, it must be checked on the registration page.

Search	List	Registration	Enrollment	IS Staff Assoc	Discipline	Classes	Med	Special Programs/Accounts
Student Registration: Greenburg, Kelly								
Demographics Pre Reg & Prev School Family Information Ed Level & Language Survey ASAM APLUS NSLP Accommodations/Release								
Copy Data to New Sibling (Last modified by Danijela Kuric on 10/19/2015 11:03pm) (Student record created by Admin ILEAD on 08/27/2015 1:04pm)								
Pre-Registration Information								
Intake Date: <input type="text"/> SCVI: <input type="text"/> Anticipated 'Classes': <input type="text"/> Anticipated Educational Program: <input type="text"/> Anticipated School Track: <input type="text"/> Program P: <input type="text"/>								
Previous School/Enrollment Details								
-- Choose -- Entry Type: Stevenson Ranch Elementary Previous School: <input type="text"/> Previous School Address: <input type="text"/>								
Public school in the same district Previous School Type: <input type="text"/>								
<input checked="" type="checkbox"/> Check here if foreign, schooling in the US <input type="checkbox"/> Enrolled less than 3 cumulative years in the U.S. (if born outside U.S.)								
08/13/2008 DATE First Enrolled in the U.S. DATE First Enrolled in this state DATE First Enrolled in Kindergarten								
PreK <input type="text"/> PreK <input type="text"/> PreK <input type="text"/> Grade First Enrolled in District Grade First Enrolled in School *Schoolyear Student First Entered 9th Grade								

APPENDIX B: English Learner Reclassification Form



EL Reclassification Monitoring Form

Name_____

Grade_____

DOB_____

Primary Language_____

Use the chart to determine learner's progress toward reclassification.

Assessment Measure	Assessment Score	Passing? Yes/No
ELPAC	Overall Score of 4: Yes/No If not, cannot Reclassify.	
CAASPP ELA or MAP Reading	CAASPP ELA Meets or Exceeds: Yes/No(attach results) or MAP Reading At or Above 50th Percentile Yes/No (attach student profile report)	

Parent/Guardian Signature_____ DATE_____

Facilitator Signature_____ DATE_____

Administrator Signature_____ DATE_____

Parent consultation and opinion, not consent, is required per EC 313 (f)(3)

Revised 3/2023

APPENDIX C: ED Code 11518.20

(d) Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include: (1) The results of the survey administered pursuant to section 11518.5(a);(2) The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the initial assessment;(3) Parent or guardian opinion and consultation results; and(4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210(for pupils in grades 1 to 6) and 51220(for pupils in grades 7 to 12) and English language development, as applicable, obtained from the pupil's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.



Vacation Policy

Board Approved:

Purpose:

Empower Generations' paid vacation plan is a part of the benefits package extended to full-time, year-round staff members and is designed to provide employees with the opportunity to balance their work and home lives. The purpose of this policy is to provide eligible employees with flexibility from work that can be used for such needs as vacation, personal or family business, appointments, volunteerism, and other activities of the employee's choice. Empower Generations' goal is to provide time for personal rejuvenation and to reduce unscheduled absences while providing reasonable accommodation to full time staff members without impacting employee compensation.

Eligibility:

Staff members eligible for this benefit include non-instructional staff regularly scheduled and working 30 hours or more per week (.75 FTE) and 250 or more days per year.

Accrual:

Employees are allocated vacation days when they are hired and on July 1st each year in accordance with the rate below. New employees are allocated hours on a prorated basis for the remainder of the months in the year.

Employees will accrue vacation time based on the following rate:

- Up to 15 days of paid vacation accruing at the rate of 1.25 days per month worked each school year.

Requesting Time Off:

New employees can request vacation upon the completion of their first month hired. Employees must submit a request for vacation time to their supervisor at least two weeks in advance. Requests will be granted on a first-come, first-served basis, taking into consideration the needs of Empower Generations.

Unused Vacation Time:

Employees must use all of their accrued vacation time by the end of the school year. Any vacation time not used by June 30th will be forfeited.

Payout:

Upon separation from employment with Empower Generations, employees will be paid for any accrued but unused vacation time.

Vacation time is a benefit that provides employees with the opportunity to rest and recharge, and we encourage employees to take advantage of this benefit. However, it is also important to balance the needs of the schools that we serve with the needs of individual employees, and we ask that all requests for vacation time be made with consideration for the needs of Empower Generations.



Empower Generations A-G Completion Improvement Grant Plan

School Name: Empower Generations

School Vision and Mission:

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

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

CDS Code:

19 75309
0134619

Board Hearing Date: March 9th, 2023

Local Board Approval Date:

Describe how the funds will support pupils, including tutoring programs, to improve access to A-G courses and the LEAs A-G completion rate

Using survey data, staff input, evidence-based research, and internal data, Empower Generations plans to implement the following to increase the school's A-G completion rate:

1. Market, offer, and support Credit Recovery opportunities for learners receiving a D or F in an A-G course Spring 2020 and 2020-2021 with additional classroom support to increase success rate. Communication will include educating learners and families on the benefit of retaking courses and completing A-G requirements. Learner success rates will be tracked.
2. Expand the school's Career/Technical Education pathway in Cosmetology with a focus on Entrepreneurship to expand the number of G electives. Pathway expansion includes supplies, marketing to families, and professional development for staff.
3. Market and promote A-G approved college credit courses. Families of unduplicated learners will be offered course-associated cost coverage for books and supplies in 2023-24 and 2024-25 to eliminate barriers to enrolling in college credit courses.
4. Provide internal and external professional development opportunities to counselors and credentialed teachers. Content will focus on multi-tiered systems of support to increase layers of support for struggling learners, promote a college/career ready culture through graduation planning, CTE course enrollment, dual enrollment for A-G eligible courses, and promoting the benefits of completing A-G requirements.



5. Develop and implement Schoolytics, a parent/learner portal that allows families to better track progress in A-G coursework, to decrease the number of learners who receive a D or F in an A-G course.
6. Provide family outreach and support for new and returning families on the benefit of completing A-G requirements.

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Empower Generations currently serves approximately 78% unduplicated learners.

Empower Generations will implement several actions and services to increase or improve services for unduplicated pupils to improve their A-G eligibility.

Book and supply costs associated with taking an A-G eligible college credit course will also be covered in full for unduplicated learners during the 2023-24 school year.

Professional development for counselors and teachers will focus on multi-tiered systems of support to increase layers of support for struggling learners, promote a college/career ready culture through graduation planning, CTE course enrollment, dual enrollment for A-G eligible courses, and promoting the benefits of completing A-G requirements.

Schoolytics and outreach will support first-generation college-bound learners by supporting a college-ready culture, supporting families with at-home efforts to increase A-G enrollment and success, and providing clear information to learners about their graduation path options and the benefits of completing A-G requirements.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

Empower Generations maintains a robust and accurate UC approved A-G course list through its course catalog, including a variety of G electives. All learners have the opportunity to customize their graduation plan and semester schedule with their credentialed teacher of record. Learners may also take college course credits at partnering community colleges for A-G credit. Completion of UC A-G course requirements is highly encouraged for all learners but not required.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

35 learners received a D or F in one or more courses in 2020 spring semester or the 2020-21 school year. Learners will be offered credit recovery courses through approved on-site workshops



during the school year.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The plan and described services supplement the LCAP and Learning Recovery Plan rather than supplant. Credit recovery for learners who received a D in an A-G course, coverage of college course materials for unduplicated learners, Schoolytics, and expansion of A-G courses in the current course catalog are not planned expenditures in the LCAP or Learning Recovery Plan.

While professional development is described in the LCAP to improve CCI and graduation rates, specific professional development to support A-G completion rates is not a planned expenditure in the current LCAP cycle.

Therefore, the planned services are expenditures complement/supplement current strategies and budgeted expenditures in supporting Empower Generations high school learner success.

Plan Expenditures	
Description of Programs and Services	Amount Budgeted
Credit Recovery opportunities for learners receiving a D or F in an A-G course Spring 2020 and 2020-2021 with additional classroom support. .25 classified staff for 2 years.	\$34,000
Expansion of CTE A-G courses in catalog	\$10,000
College Credit Course Costs for unduplicated learners	\$5,000
Professional development for counselors and teachers	\$10,000
Schoolytics	\$6,000
Outreach and Family Support	\$10,000
Total Funds Allocated	Total Funds Budgeted
\$75,000.00	\$75,000

**CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2022 to June 30, 2023

Charter School Name: Empower Generations
CDS #: 19-75309-0134619
Charter Approving Entity: Acton-Agua Dulce Unified School District
County: Los Angeles
Charter #: 1836

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	Board Approved 1st Interim (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	888,948	825,135	404,978	808,734		808,734	(16,401)
Education Protection Account - Current Year	8012	13,642	11,856	6,321	11,344		11,344	(512)
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	38,567	31,930	11,577	29,279		29,279	(2,651)
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		941,157	868,921	422,876	849,357		849,357	(19,564)
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind		48,165		0		0	0	0
Special Education - Federal	8181, 8182	8,250	11,500	0		11,500	11,500	0
Child Nutrition - Federal	8220	6,444	4,174	3,030		4,174	4,174	0
Other Federal Revenues	8290	74,392	151,393	15,251	0	151,393	151,393	0
Total, Federal Revenues		137,251	167,067	18,281	0	167,067	167,067	0
3. Other State Revenues								
Special Education - State	StateRevSE	100,902	75,154	29,655		75,154	75,154	0
Child Nutrition Programs	8520	459	2,873	1,897		2,873	2,873	0
Mandated Costs Reimbursements	8550	3,477	3,222	3,222	3,222		3,222	0
Lottery - Unrestricted and Instructional Materials	8560	15,550	13,433	0	8,866	4,567	13,433	0
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	192,880	194,104	150,774	0	194,104	194,104	0
Total, Other State Revenues		313,268	288,786	185,548	12,088	276,698	288,786	0
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	5,000	3,061	7,517	10,000	0	10,000	6,939
Total, Local Revenues		5,000	3,061	7,517	10,000	0	10,000	6,939
5. TOTAL REVENUES		1,396,676	1,327,835	634,222	871,445	443,765	1,315,210	(12,625)
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	248,960	248,960	172,795	248,960		248,960	0
Certificated Pupil Support Salaries	1200	72,040	73,000	42,857		73,000	73,000	0
Certificated Supervisors' and Administrators' Salaries	1300	0	0	4	0	0	0	0
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		321,000	321,960	215,656	248,960	73,000	321,960	0

2. Non-certificated Salaries								
Instructional Aides' Salaries	2100		70,857	34,934		70,857	70,857	0
Non-certificated Support Salaries	2200	34,783	34,439	20,845	0	34,439	34,439	0
Non-certificated Supervisors' and Administrators' Sal.	2300	86,920	86,920	53,590	22,800	64,120	86,920	0
Clerical and Office Salaries	2400	52,000	45,000	23,563	22,500	22,500	45,000	0
Other Non-certificated Salaries	2900	19,646	1,200	22,564	1,200	0	1,200	0
Total, Non-certificated Salaries		193,349	238,416	155,496	46,500	191,916	238,416	0

Description	Object Code	Original Budget	Board Approved 1st Interim (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	62,029	61,311	40,018	47,368	13,943	61,311	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	19,474	22,289	11,741	14,567	7,722	22,289	0
Health and Welfare Benefits	3401-3402	49,000	49,000	41,361	22,356	26,644	49,000	0
Unemployment Insurance	3501-3502	3,472	3,472	3,033	3,472	0	3,472	0
Workers' Compensation Insurance	3601-3602	15,185	15,185	0	7,320	7,865	15,185	0
Retiree Benefits	3701-3702	2,500	2,500	0	2,500	0	2,500	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0	0	0
Total, Employee Benefits		151,660	153,757	96,153	97,583	56,174	153,757	0
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	15,597	15,597	11,945	5,177	10,420	15,597	0
Books and Other Reference Materials	4200	0	0	104	0	0	0	0
Materials and Supplies	4300	9,117	9,385	4,509	9,385	0	9,385	0
Noncapitalized Equipment	4400	12,565	33,000	33,000		33,000	33,000	0
Food	4700	8,047	8,047	4,562	1,144	6,903	8,047	0
Total, Books and Supplies		45,326	66,029	54,121	15,706	50,323	66,029	0
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	21,229	21,229	0	16,229	5,000	21,229	0
Dues and Memberships	5300	16,999	16,999	6,394	16,999	0	16,999	0
Insurance	5400	8,082	8,082	5,321	8,082	0	8,082	0
Operations and Housekeeping Services	5500	5,670	23,749	23,749	23,749	0	23,749	(0)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	399,820	471,917	405,434	471,917	0	471,917	0
Professional/Consulting Services and Operating Expend.	5800	345,182	326,373	123,878	191,795	134,578	326,373	0
Communications	5900	11,971	11,971	(2,573)	11,971	0	11,971	0
Total, Services and Other Operating Expenditures		808,953	880,320	562,202	740,742	139,578	880,320	(0)
6. Capital Outlay								
(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0	0
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0

Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0	0
8. TOTAL EXPENDITURES		1,520,288	1,660,482	1,083,627	1,149,491	510,991	1,660,482	(0)
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(123,612)	(332,647)	(449,405)	(278,046)	(67,226)	(345,272)	12,625
Description	Object Code	Original Budget	Board Approved 1st Interim (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	(67,226)	67,226	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	(67,226)	67,226	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(123,612)	(332,647)	(449,405)	(345,272)	0	(345,272)	12,625
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	437,397	437,397		437,397		437,397	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0				0	0
c. Adjusted Beginning Balance		437,397	437,397		437,397	0	437,397	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		313,785	104,750		92,125	0	92,125	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0		0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	0	0		92,125		92,125	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0		0	0	0	
Undesignated / Unappropriated Amount	9790	313,785	104,750		0	0	0	0

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Empower Generations
 CDS #: 19-75309-0134619
 Charter Approving Entity: Acton-Agua Dulce Unified School District
 County: Los Angeles
 Charter #: 1836
 Fiscal Year: 2022-2023

2022-23 (populated from Alternative Form Tab)						
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2023-24	Totals for 2024-25
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	808,734		808,734	875,257	934,548
Education Protection Account - Current Year	8012	11,344		11,344	11,344	11,344
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	29,279		29,279	29,279	29,279
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		849,357		849,357	915,880	975,171
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		11,500	11,500	11,500	11,500
Child Nutrition - Federal	8220		4,174	4,174	4,216	4,258
Other Federal Revenues	8290	0	151,393	151,393	57,593	59,240
Total, Federal Revenues		0	167,067	167,067	73,309	74,998
3. Other State Revenues						
Special Education - State	StateRevSE		75,154	75,154	75,906	76,664
Child Nutrition Programs	8520		2,873	2,873	2,902	2,931
Mandated Costs Reimbursements	8550	3,222		3,222	3,045	3,167
Lottery - Unrestricted and Instructional Materials	8560	8,866	4,567	13,433	13,433	13,433
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	194,104	194,104	94,697	68,272
Total, Other State Revenues		12,088	276,698	288,786	189,983	164,467
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	10,000	0	10,000	10,000	10,000
Total, Local Revenues		10,000	0	10,000	10,000	10,000
5. TOTAL REVENUES		871,445	443,765	1,315,210	1,189,172	1,224,636
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	248,960	0	248,960	231,240	233,552
Certificated Pupil Support Salaries	1200	0	73,000	73,000	73,000	74,200

Certificated Supervisors' and Administrators' Salaries	1300	0	0	0	0	0
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		248,960	73,000	321,960	304,240	307,752
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	0	70,857	70,857	0	0
Non-certificated Support Salaries	2200	0	34,439	34,439	34,783	35,130
Non-certificated Supervisors' and Administrators' Sal.	2300	22,800	0	22,800	81,272	82,085
Clerical and Office Salaries	2400	22,500	64,120	86,620	45,450	45,905
Other Non-certificated Salaries	2900	1,200	0	1,200	0	0
Total, Non-certificated Salaries		46,500	169,416	215,916	161,505	163,120
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2023- 24	Totals for 2024 25
3. Employee Benefits						
STRS	3101-3102	47,368	13,943	61,311	58,110	58,781
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	14,567	7,722	22,289	16,766	16,941
Health and Welfare Benefits	3401-3402	22,356	26,644	49,000	47,644	50,026
Unemployment Insurance	3501-3502	3,472	0	3,472	3,634	3,670
Workers' Compensation Insurance	3601-3602	7,320	7,865	15,185	13,972	14,126
Retiree Benefits	3701-3702	2,500	0	2,500	3,000	3,500
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		97,583	56,174	153,757	143,126	147,044
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	5,177	10,420	15,597	12,466	13,089
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	9,385	0	9,385	4,528	4,754
Noncapitalized Equipment	4400	0	33,000	33,000	17,913	18,749
Food	4700	1,144	6,903	8,047	4,790	5,030
Total, Books and Supplies		15,706	50,323	66,029	39,697	41,622
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	16,229	5,000	21,229	5,000	5,000
Dues and Memberships	5300	16,999	0	16,999	17,509	18,034
Insurance	5400	8,082	0	8,082	8,324	8,574
Operations and Housekeeping Services	5500	23,749	0	23,749	26,608	27,406
Rentals, Leases, Repairs, and Noncap. Improvements	5600	471,917	0	471,917	174,480	174,980
Professional/Consulting Services and Operating Expend.	5800	191,795	134,578	326,373	273,749	285,174
Communications	5900	11,971	0	11,971	10,380	10,692
Total, Services and Other Operating Expenditures		740,742	139,578	880,320	516,050	529,860
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major		0	0	0	0	0

Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		1,149,491	488,491	1,637,982	1,164,618	1,189,398
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(278,046)	(44,726)	(322,772)	24,554	35,238
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2023-24	Totals for 2024-25
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(67,226)	67,226	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(67,226)	67,226	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(345,272)	22,500	(322,772)	24,554	35,238
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0	0			
a. As of July 1	9791	437,397	0	437,397	114,625	139,179
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		437,397	0	437,397	114,625	139,179
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		92,125	22,500	114,625	139,179	174,417
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740	0	0	0	0	0
Designated for Economic Uncertainties	9770	92,125		92,125	139,179	174,417
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assets (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	0	0	0	0	0



**Empower Generations
2023 - 2024 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information**

Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Students [LEP]) Title IV, Part A (Student Support and Academic Enrichment).

Once funds have been applied for the Winter Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

**Federal Program Descriptions that Empower Generations
Would Be Applying For:**

Title I Part A: Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: Student Support and Academic Enrichment:

A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.



School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that Empower Generations submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.

MERAKIMIND AGREEMENT

This MerakiMind Agreement (this "***MerakiMind Agreement***") is effective as of February 9, 2023 (the "***Effective Date***") and is by and between Empower Generations, a California non-profit public benefit corporation as described in Section 501(c)(3) of the IRS Code operating a California public charter school ("***Empower Generations***"), and Malaka Donovan, an individual and resident of the State of California ("***Donovan***").

RECITALS

WHEREAS, iLEAD California Charters 1, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code, also known as iLEAD California ("***iCA***") and Empower Generations (and others) are parties to that Intellectual Property Assignment and Governance Agreement (the "***IP Governance Agreement***"), pursuant to which iCA assigned certain intellectual property to Empower Generations; and

WHEREAS, Empower Generations desires to assign to Donovan certain rights, title, and interest in and to certain intellectual property, and Donovan desire to obtain from Empower Generations the same pursuant to the terms and conditions of this MerakiMind Agreement.

NOW, THEREFORE, in exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows.

1. Assignment

Subject to the terms and conditions of this MerakiMind Agreement, Empower Generations hereby irrevocably conveys, transfers, and assigns to Donovan 90% of its right, title, and interest in and to the following ("***Assigned IP***"):

- a. Domain name "merakimind.org" ("***Website***") and any artwork, media files, information, and content hosted or made available on the corresponding website;
- b. Meraki Mind software, a competency-based educational platform embedded into the Website, including the name, rubrics, contents, and programming; and
- c. Trademark "Meraki Mind" and all related content, programs and social media accounts, together with any goodwill connected with the use of, and symbolized by, such trademark.

For clarity, the foregoing assignment includes all of Empower Generations' (i) intellectual property or proprietary rights of any kind whatsoever accruing under any of the Assigned IP provided by applicable law of any jurisdiction, by international treaties and conventions, and otherwise throughout the world; and (ii) rights in any and all claims and causes of action with respect to any of the Assigned IP, whether accruing before, on, or after the date hereof, including all rights to and claims for damages, restitution, and injunctive and other legal and equitable relief for past, present, and future infringement, dilution, misappropriation, violation, misuse, breach, or default, with the right but no obligation to sue for such legal and equitable relief and to collect, or otherwise recover, any such damages.

2. License

Subject to the terms and conditions of this MerakiMind Agreement, Empower Generations hereby grants to Donovan a non-exclusive, royalty-free, worldwide, transferable, and sublicensable license to

reproduce, prepare derivative works of, distribute, display publicly, and use “Empower Generations” and “Empower Generations Innovation Studios” trademarks solely to use on the Website.

3. Transfer

Empower Generations will promptly grant Donovan complete and full access to all websites, social media accounts, and other digital assets included in the Assigned IP, including by providing Donovan with the relevant GoDaddy account name and password.

4. Further Development

Empower Generations and Donovan agree that Empower Generations and Donovan may continue to improve, refine, expand, and otherwise develop the Assigned IP independently and in collaboration with each other, and will consult with each other and keep each other apprised of any work performed. Prior to either party engaging in any action to commercialize or otherwise seek to earn revenue of any kind from the Assigned IP, Empower Generations and Donovan agree that consent will be required from the other party.

5. Waiver of Moral Rights

As against each other party, each party hereby irrevocably waives (and to the fullest extent permitted by law, causes all employees and contractors to waive) all of its rights under all laws now existing or hereafter permitted, with respect to any and all purposes for which the Assigned IP and any derivative works thereof may be used, including without limitation: (a) all rights under the United States Copyright Act, or any other country’s copyright law, including but not limited to, any rights provided in 17 U.S.C. §§ 106 and 106A; and (b) any rights of attribution and integrity or any other “moral rights of authors” existing under applicable law.

6. Further Assurances

Following the Effective Date, upon Donovan’s request, Empower Generations will, at Donovan’s expense, take such steps and actions, and provide such cooperation and assistance to Donovan, including the execution and delivery of any affidavits, declarations, oaths, exhibits, assignments, powers of attorney, or other documents, as may be necessary to effect, evidence, or perfect the assignment of the Assigned IP to Donovan.

7. Limitation of Liability

NO PARTY WILL BE LIABLE TO ANOTHER PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER BASED ON CONTRACT OR TORT AND WHETHER OR NOT ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

8. General

- a. **Governing Law.** This MerakiMind Agreement will be governed by and construed under the laws of the State of California without regard to the conflict of laws principles thereof.
- b. **Entire Agreement.** This MerakiMind Agreement and IP Governance Agreement constitute the entire agreement among the parties with respect to its subject matter, and supersede all other prior representations, understandings, and agreements, whether written or oral, with respect to such subject matter. Any modification or amendment to this

MerakiMind Agreement will be effective only if in a written agreement signed by all parties.

- c. **Severability.** In the event any provision of this MerakiMind Agreement is determined to be invalid or unenforceable by ruling of an arbitrator or court of competent jurisdiction, the remainder of this MerakiMind Agreement (and each of the remaining terms and conditions contained herein) will remain in full force and effect.
- d. **Construction.** This MerakiMind Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this MerakiMind Agreement will be deemed to be the product of all of the parties hereto, and no ambiguity will be construed in favor of or against any one of the parties hereto.
- e. **Bankruptcy.** All rights and licenses granted by one party to any other party under this MerakiMind Agreement are and will be deemed to be rights and licenses to “intellectual property” as such term is used in and interpreted under, Section 365(n) of the United States Bankruptcy Code.
- f. **Notices.** Any notice given under this MerakiMind Agreement will be given in writing and in the English language. All notices given under this MerakiMind Agreement can be made: (i) to the email address set forth below, which will be deemed to have been given on the date of transmission; (ii) by overnight courier, which will have been deemed to be given one business day after they are sent; or (iii) registered or certified mail, which will have been deemed to be given three business days after they are sent.

Notice to Empower Generations. Legal@empowergenerations.org

Notice to Donovan. raydioflyer@yahoo.com
16610 Sultus Street
Canyon Country, CA 91387

- g. **Assignment.** Except as set forth in this MerakiMind Agreement, this MerakiMind Agreement may not be assigned in whole or in part by any party without the prior written consent of all other parties, except that each party may assign its rights or delegate its obligations without consent to an entity that acquires by merger, reorganization, acquisition, sale, or otherwise all or substantially all of the business or assets of that party to which this MerakiMind Agreement pertains, whether by merger, reorganization, acquisition, sale, or otherwise. Any assignment or transfer in violation of this Section 7(g) will be void. Subject to the foregoing, this MerakiMind Agreement will be binding upon, and inure to the benefit of the parties and their respective successors and permitted assigns.
- h. **Specific Performance.** Each party understands and agrees that monetary damages would not adequately compensate each other party for the breach of this MerakiMind Agreement by a party, that this MerakiMind Agreement will be specifically enforceable, and that any breach or threatened breach of this MerakiMind Agreement will be the proper subject of a temporary or permanent injunction or restraining order without the request to prove damages or post bond. Further, each party hereto waives any claim or defense that there is an adequate remedy at law for such breach or threatened breach.

- i. **Construction.** The section headings used in this MerakiMind Agreement are intended to be for reference purposes only and will not enter into the interpretation or construction of this MerakiMind Agreement or be construed to modify or restrict any of the terms or provisions of this MerakiMind Agreement. Unless the context otherwise requires, words importing the singular include the plural and vice-versa, and words importing gender include both genders. This MerakiMind Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. As used in this MerakiMind Agreement, the terms “include” and “including” are non-exhaustive and will be deemed to mean “include without limitation” and “including without limitation.”
- j. **Execution; Counterparts.** This MerakiMind Agreement may be signed in multiple counterparts, all of which taken together will constitute one single agreement between the parties hereto. Electronic signatures will be binding for all purposes.

[Signature page follows]

The parties have executed this MerakiMind Agreement as of the date first set forth above.

Empower Generations:

By: _____
Name: _____
Title: _____
Address: _____

Donovan:

By: _____
Name: _____
Title: _____
Address: _____

**Dashboard Alternative School Status (DASS)
Eligibility Certification**

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type (*check one*): ☐ Alternative School of Choice ☒ Charter School

School Information

19 75309 0134619

Los Angeles

County-District-School (CDS) Code

County Name

Empower Generations

Acton-Agua Dulce Unified

School Name

District Name

DASS Coordinator

Malaka Donovan

School Director

Coordinator's Name

Title

661-429-3264

director@empowergenerations.org

Area Code and Phone Number

E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Malaka Donvoan



05/04/2023

School Principal's Name

Signature and Date Certified

Malaka Donovan



05/04/2023

Superintendent's or
Charter School Administrator's Name

Signature and Date Certified

Michelle Fluke



05/04/2023

Board President's Name

Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.