



## 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

<b>Meeting Date</b>	Thursday, June 29, 2023
<b>Start Time</b>	4:00 PM
<b>End Time</b>	5:00 PM
<b>Location</b>	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
<b>Purpose</b>	Regular Scheduled Meeting

### Agenda

## 1. Opening Items

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1.1. Call The Meeting To Order

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1.2. Roll Call

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1.3. Pledge Of Allegiance

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1.4. Approve Agenda

**Due date:** 6/29/2023

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1.5. Approve Minutes

**Due date:** 6/29/2023

#### Documents

- Minutes-2023-06-22-v1.pdf
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## 2. Public Comments

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### 2.1. 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.

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## 3. Hearing

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### 3.1. LCAP Hearing

Allow public input regarding the Local Control Accountability Plan and Budget.

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## 4. Action Items

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#### 4.1. LCAP and Local Indicators

Discuss and take action on the 2022 - 2023 Local Indicators and 2023 - 2024 LCAP.

**Due date:** 6/29/2023

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#### 4.2. LCAP Federal Addendum

Discuss and take action on the 2023 - 2024 LCAP Federal Addendum.

**Due date:** 6/29/2023

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#### 4.3. 2022-2023 Estimated Actuals & 2023-2024 Budget

Discuss and take action on the Estimated Actuals and projected budget.

**Due date:** 6/29/2023

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#### 4.4. Revised Fiscal Policy

Discuss and take action regarding the revised fiscal policy.

**Due date:** 6/29/2023

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#### 4.5. Food Services MOU

Discuss and take action on the Food Services MOU.

**Due date:** 6/29/2023

##### Documents

- MOU for Self Operation 23-24.pdf
- 

#### 4.6. 2023-2024 Insurance Policies

Discuss and take action regarding the 2022-2023 insurance policies.

**Due date:** 6/29/2023

##### Documents

- iLEAD 23-24 Premium Allocations - Empower Generations.pdf
- 

#### 4.7. 2023-2024 Family Guidebook

Discuss and take action regarding the 2023-2024 Family Guidebook.

**Due date:** 6/29/2023

##### Documents

- Empower Generations 2023-2024 Family Guidebook .pdf
- 

#### 4.8. Special Education Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

**Due date:** 6/29/2023

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#### 4.9. Board Member Positions

Discuss and take action to establish a Treasurer according to the Bylaws.

**Due date:** 6/29/2023

Documents

- Approved - Amended Bylaws - Empower Generations - May 2020.pdf
- 

## 5. Board Comments

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### 5.1. Board Comments

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## 6. Closing Items

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### 6.1. Next Meeting Date - September 14 @ 5:00

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### 6.2. Adjournment

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**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

<b>Date</b>	Thursday, June 22, 2023
<b>Started</b>	4:20 PM
<b>Ended</b>	4:56 PM
<b>Location</b>	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
<b>Purpose</b>	Regular Scheduled Meeting
<b>Chaired by</b>	Michelle Fluke
<b>Recorder</b>	Roselia Calderon

### Minutes

## 1. Opening Items

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### 1.1. Call The Meeting To Order

Meeting was called to order at 4:20 p.m.

**Status:** Completed

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### 1.2. Roll Call

All Members were present except for Marcia Reily.

**Status:** Completed

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### 1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

**Status:** Completed

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### 1.4. Approve Agenda

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

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### 1.5. Approve Minutes

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

Documents

- Minutes-2023-05-15-v1.pdf

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## 2. Public Comments

### 2.1. 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 Comment

**Status:** Completed

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## 3. Consent Items

### 3.1. Personnel Report

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

Documents

- 6.22.23\_EG\_PersonnelReport.pdf

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### 3.2. Check Register

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

Documents

- EG\_Payment Register\_20230614.pdf
- EG\_Payment Register Summary\_20230614.pdf

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## 4. Discussion and Reports

#### 4.1. School Director Report

Malaka Donovan presented the School Director Report.

**Status:** Completed

##### Documents

- Site Director Report 6\_16\_2023.pdf
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#### 4.2. Board Finance Committee Report

Board Finance Committee did not meet- tabled.

**Status:** Completed

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### 5. Closed Session

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#### 5.1. Public Employee Performance Evaluation

Gov. Code section 54957(b)(1): School Director

**Status:** Completed

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#### 6. Report of Closed Session

Nothing to Report from Closed Session.

**Status:** Completed

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### 7. Action Items

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#### 7.1. School Director Employment Agreement

Discuss and take action regarding the School Director employment agreement.

Motion Made By Annaliisa to approve the Empower Generations School Director Contract for the 2023-2024 school year, beginning on July 1, 2023, and concluding on June 30, 2024.

The School Director's annual pay has increased by 7 % for an annual salary of \$97,655.

She will be entitled to participate in the employee benefits program at the same rate the employer will pay all current employees, which will be \$710 per month starting July 1st.

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

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#### 7.2. Single Plan for Student Achievement

Discuss and take action regarding 2023-2024 Single Plan for Student Achievement.

Allison Bravo, iCA Support Provider, Presented the Single Plan for Student Achievement.

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Status:** Completed

Documents

- \_Empower Generations SPSA 23-24 SSC Approved.pdf

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### 7.3. Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Service Agreement.

Amanda Fischer presented the Shared Resource Agreement and answered questions of the Board.

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

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### 7.4. Special Education Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Tabled- Special Education Shared Resource Agreement.

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

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### 7.5. Board Member Positions

Discuss and take action to add Board Members to the Board Team.

Kim Lytle, iCA Support Provider presented Board Member Positions. Board Members voted Sajae Davison and Shannon Campbell into the Board. New Board Members were welcomed.

Motion: Annaliisa

Seconded: Michelle

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

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#### 7.6. Board Meeting Dates/Ti

Discuss and take action regarding the 2023 - 2024 Board Meeting Dates.

Kim Lytle, iCA Support Provider presented the Board Meeting Dates/Times.

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Marcia Reily Absent

**Due date:**

**Status:** Completed

Documents

- EG\_BoardMeetingDates\_2023-2024.pdf
- 

#### 7.7. Meraki Mind Agreement

Discuss and take action regarding the Meraki Mind Agreement.

Meraki Mind Agreement was tabled.

**Status:** Completed

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#### 7.8. 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

School Director- Construction Project Manager Stipend was tabled.

**Status:** Completed

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### 8. Board Comments

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#### 8.1. Board Comments

Annaliisa welcomed new Board Members, very excited to have them. Michelle also welcomed them and wished everyone a Happy Summer.

**Status:** Completed

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### 9. Closing Items

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#### 9.1. Next Meeting Date - June 29 @ 4:00

**Status:** Completed

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#### 9.2. Adjournment

Meeting adjourned at 4:56 p.m.

**Status:** Completed

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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Empower Generations

CDS Code: 19753090134619

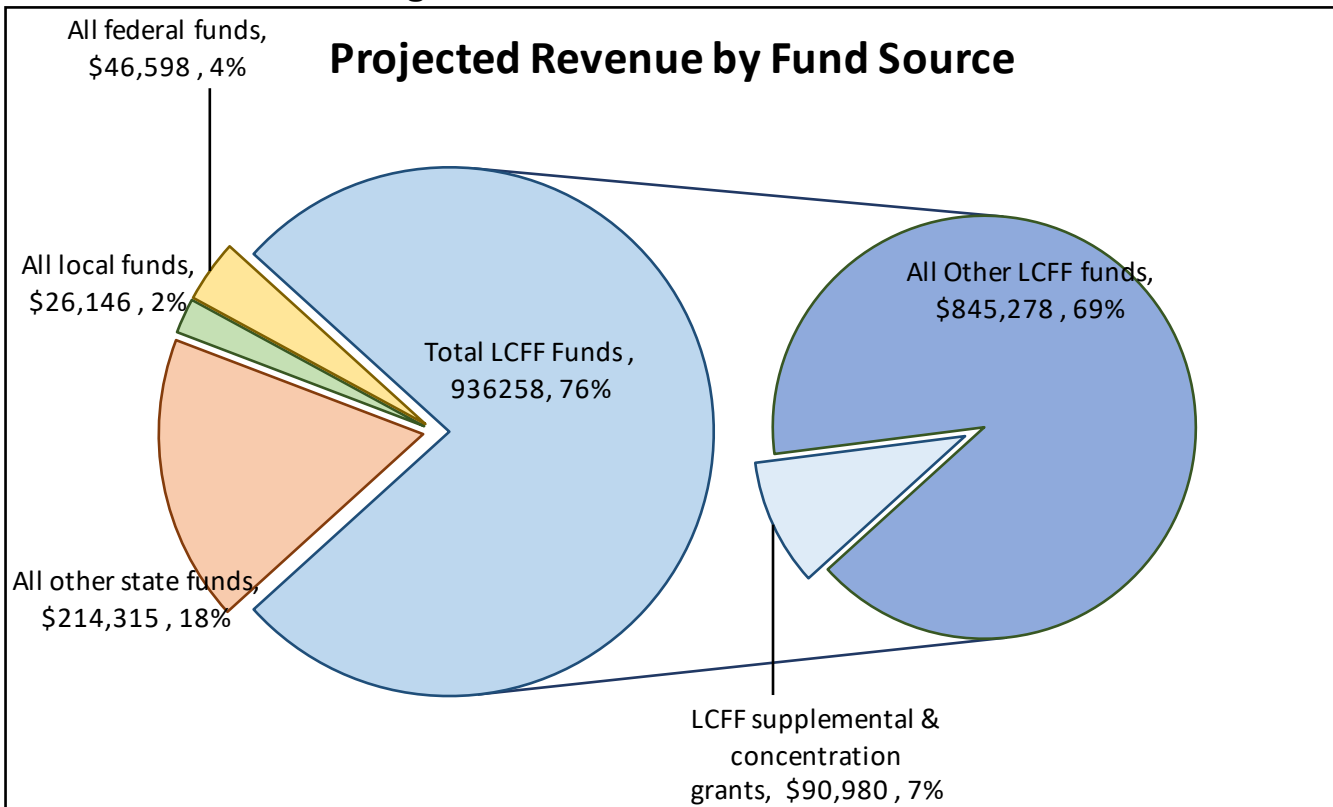
School Year: 2023 – 2024

LEA contact information: Malaka Donovan661-214-9515director@empowergenerations.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2023 – 2024 School Year

### Projected Revenue by Fund Source

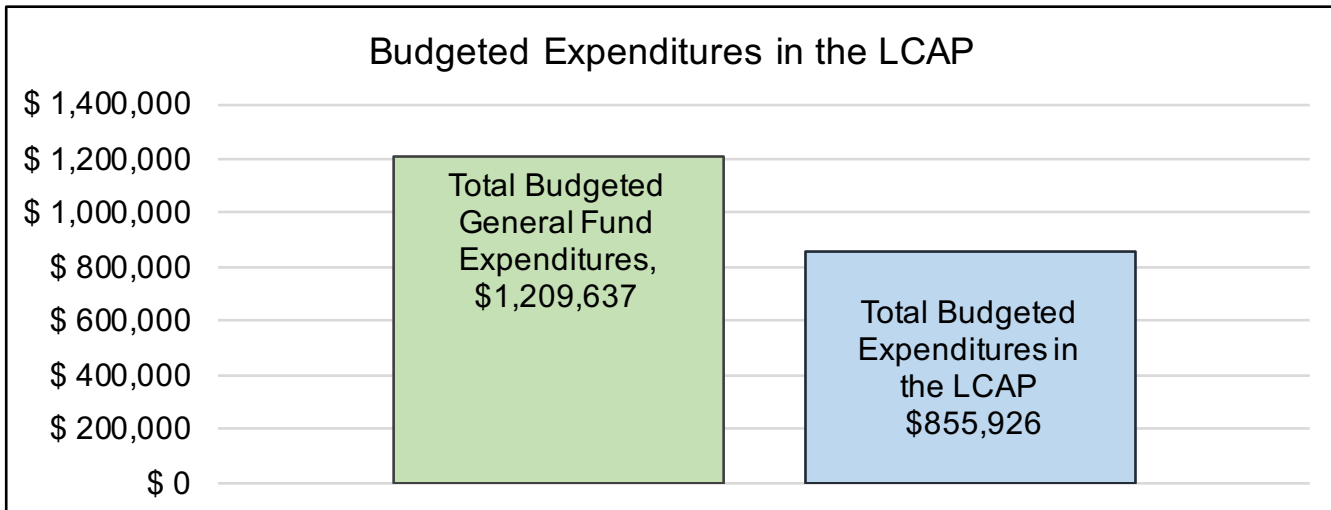


This chart shows the total general purpose revenue Empower Generations expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Empower Generations is \$1,223,317.00, of which \$936,258.00 is Local Control Funding Formula (LCFF), \$214,315.00 is other state funds, \$26,146.00 is local funds, and \$46,598.00 is federal funds. Of the \$936,258.00 in LCFF Funds, \$90,980.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Empower Generations plans to spend for 2023 – 2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Empower Generations plans to spend \$1,209,637.00 for the 2023 – 2024 school year. Of that amount, \$855,926.00 is tied to actions/services in the LCAP and \$353,711.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

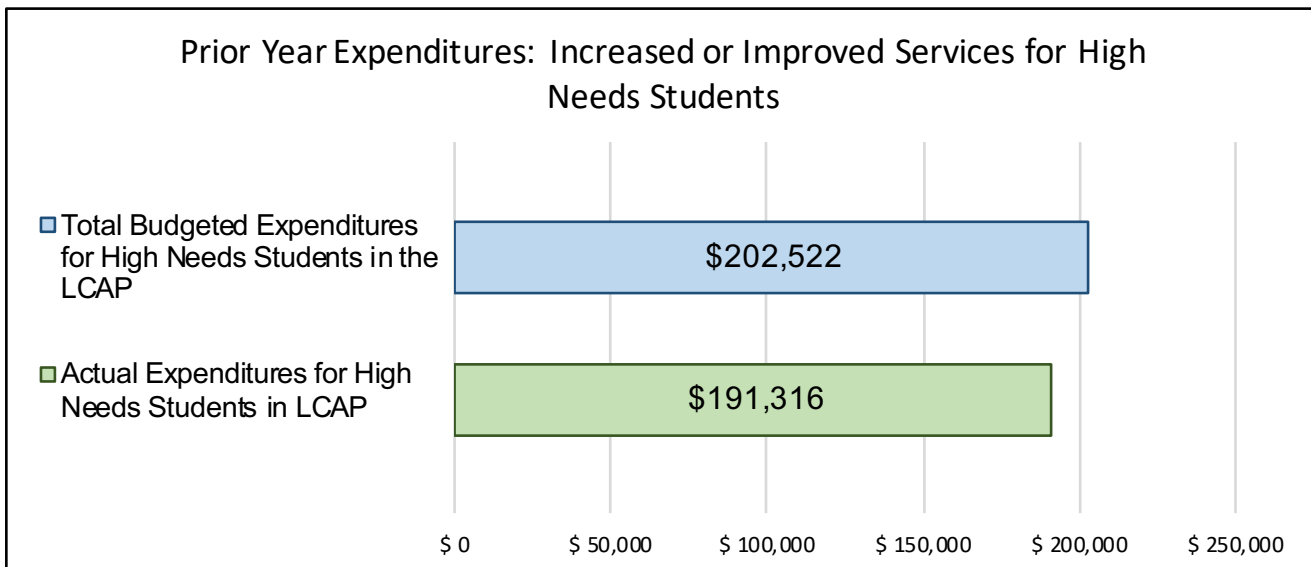
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district and other sources such as legal, business services fees, banking, audit and district fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023 – 2024 School Year

In 2023 – 2024, Empower Generations is projecting it will receive \$90,980.00 based on the enrollment of foster youth, English learner, and low-income students. Empower Generations must describe how it intends to increase or improve services for high needs students in the LCAP. Empower Generations plans to spend \$90,980.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what Empower Generations budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Empower Generations estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, Empower Generations's LCAP budgeted \$202,522.00 for planned actions to increase or improve services for high needs students. Empower Generations actually spent \$191,316.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of \$11,206.00 had the following impact on Empower Generations's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures to increase or improve services in 2022-2023 is due to a difference between projected revenue and P2 calculated revenue. All estimated actual expenditures were spent increasing and/or improving services for high needs students.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Empower Generations	Malaka Donovan Director	malaka.donovan@empowergenerations.org 818-675-7500

## Plan Summary 2023-2024

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Empower Generations is a nonclassroom-based, WASC accredited, public charter DASS (Dashboard Alternative School Status) and WIOA school that educates and supports pregnant and parenting teens and at-promise youth in grades 9-12 to meet their individual goals through a whole person, whole family approach. The school, which is based out of Lancaster, California, opened in 2016 to provide pregnant, parenting, and at-promise youth a trauma-informed environment to explore and gain confidence in the unique challenge of young parenthood. The school's diverse population mirrors the demographic statistics of teen pregnancy in the Antelope Valley and surrounding areas. During the 2022-23 school year, enrollment was 81 learners. The school's population is 42% Hispanic or Latino; 38,3% African American; 11.1% White; 7,4% Two or More Races; 1.2% Pacific Islander.. 76.5% of Empower Generations' learners qualify for free and reduced meals.

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.

Through competency-based learning, a trauma-sensitive lens, an emphasis on health and wellness, and developing community partnerships, Empower Generations' personalized learning environment provides learners with multiple ways to demonstrate proficiency of the Common Core Standards. The school offers a learner-centered, competency-based approach to education that focuses on project-based learning and social-emotional learning principles while adhering to state standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision-making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

As a DASS school, Empower Generations works with foster, homeless, and juvenile youth. The school has established many important partnerships with the community to offer wrap-around services for social-emotional wellness, engagement, and academic achievement. Through the implementation of professional learning on diversity, equity, and inclusion, it is Empower Generations' goal to build engaging educational experiences with a focus on each learner's unique strengths to cultivate a love for learning. School staff works with each learner to develop an individualized learning plan with an emphasis on academic and SEL goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the revision of instruction as necessary to educate all learners and address the unique needs of English Learners (6.2%), Students with Disabilities (32%), Socioeconomically Disadvantaged (76.5%), those experiencing Homelessness (0%), and Foster Youth (5%). At Empower Generations, personalized learning includes supporting English learners with integrated and designated language support during the school day and Students with Disabilities according to the needs of their individualized education plans providing them with the least restrictive environment possible.

Empower Generations' learners will have an awareness of and preparedness for the endless possibilities of their future while meeting rigorous and attainable graduation requirements. Through the guidance of academic counselors, the school continues to prepare its learners for college and career through UC a-g approved coursework, Career Technical Education (CTE) pathways, college credit courses, and WIOA-exclusive partnerships for workforce development.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

<p>During the 2022-23 school year, Empower Generation's proudest successes include:</p> <p>Facilities:</p> <ul style="list-style-type: none"> <li>-The completion of a new learning studio. This multi-year project is a beacon of trauma-informed, innovative school design that provides a trauma-informed, engaging, dynamic, and learner centered space for learning and community.</li> </ul> <p>Academics:</p> <ul style="list-style-type: none"> <li>-Continued Implementation of a strong MTSS program, including professional development and adoption of a dashboard that measures learner formative growth, engagement, and performance to support responsive MTSS systems</li> <li>-A novel-studies on-site reading program to foster engagement and reading achievement</li> <li>-Growth of the CTE Cosmetology program with an on-campus salon</li> </ul> <p>Learner well-being and college/career readiness:</p> <ul style="list-style-type: none"> <li>-Continued community partnerships with AVPH and El Nido to provide wrap-around support for learners</li> <li>-Increase participation in service learning opportunities</li> <li>-Concurrent enrollment in college credit courses</li> <li>-Learner ambassador program for learner led events and activities to increase engagement and attendance</li> <li>-Offering free vision and hearing for IEP learners and vouchers for glasses</li> <li>-FAFSA and virtual college workshops and workshops</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>-Partnership with the Center of Love and Justice to provide professional development for staff</li> <li>-Inclusion in the National Changemaker cohort, a year long project hosted by Eagle Rock Schools and Professional -Development to center learner voice and school reform</li> <li>-Staff initiated grant writing to support competency based core curriculum: Plant the Moon and LACMA grant for grant analysis</li> <li>-Trauma Informed professional development with LACOE</li> </ul>
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## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school maintains its emphasis on the identified needs of past LCAPs. This includes:

- Improving Academic Achievement in ELA and Math as defined by the California Dashboard. (127.2 points below standard in ELA and 202.2 points below standard in Mathematics) (WASC Goal 3)

- Increase the percentage of learners graduating as prepared

The 2019 CA School Dashboard shows that 3.1% of Empower Generations learners graduated as prepared (compared to the state's percentage of 44.1%).

- Improved graduation rates for Empower Generations (WASC Goal 2)

Per DataQuest, the 2021-22 four-year cohort graduation rate was 25%.

- Continue supporting English learners making progress toward proficiency and reclassification rates (WASC Goal 4)

Additional identified needs involve:

- Ensuring the social-emotional well-being of learners is being met as a result of the pandemic.

- Recruitment and retention of learners

- Continued professional development (WASC Goal 1)

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Empower Generations' Charter.

Key Features: The actions and services supporting goal #1 provide full funding for credentialed and classified staff salaries to support all student groups. It supplies all learners with Project Based Learning coursework and/or curriculum aligned to state standards as well as technology to increase learner engagement and success. It provides for a clean, safe, and well-maintained campus. School staff will receive professional learning on topics such as diversity, equity and inclusion, PBL, SEL, competency-based learning, best practices, and academic content to increase the effectiveness of instruction to learners. Using MTSS, the school will support learners with enrichment and/or intervention strategies as needed in their academic and social-emotional learning.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

Key Features: The actions and services supporting goal #2 enable school staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across student groups including EL learners, socioeconomically disadvantaged, foster youth and those experiencing homelessness. This includes analysis of academic and SEL data to close achievement gaps in ELA and math. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 3: Generate active engagement between parents, families and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.

Key Features: The actions and services supporting goal #3 include ongoing educational partner engagement and the fostering of connectedness through school/community events and activities. It also includes supporting the mental health and wellness of all learners. Additional services and/or resources will be provided to EL learners, socioeconomically disadvantaged, foster youth, and those experiencing homelessness based on individual needs.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.
Single-school LEA not identified for CSI.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Single-school LEA not identified for CSI.

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Single-school LEA not identified for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.
<p>Empower Generations is committed to the meaningful engagement of its educational partners in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and Empower Generations staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received action steps under Empower Generations' three existing goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.</p> <p>During the 2022-23 school year, school events were held over the course of the year that allowed opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through monthly learning period meetings and at schoolwide events. Additionally, monthly EL collaborations with the EL coordinators across iLEAD Schools provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program. The initial WASC visit occurred in the fall of 2021 and focus groups (including parents, learners, school staff, leadership, and other community members) met to reflect on their self-study prior to the visit. Feedback was also received from the WASC visit itself.</p> <p>Twice a year, learners and staff complete the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress toward academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, and learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2022 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback. Additionally, in the spring of 2022, the Equity Task Force also conducted listening sessions and/or facilitated surveys of staff, leadership, and</p>

learners.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents, and learners).

#### A summary of the feedback provided by specific educational partners.

As an ongoing result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety, and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. Academic data on internal benchmarks show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through synchronous instruction and more frequent check-ins. The WASC focus groups and initial visit provided areas of focus that were also included in the LCAP. Areas for improvement include college career readiness, recruitment and retention of qualified staff, recruitment, and retention of learners, utilizing effective processes to measure and track all learner achievement, and increasing the percentage of EL learners enrolled and reclassified. School staff continues to work closely with all learners to increase college and career readiness, and are seeing a need to increase the number of community partnerships provided to unduplicated leaders.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Professional Learning, MTSS, Staff Retention, and Learner Enrollment (Goal 1): There is an ongoing need for building awareness in the area of diversity, equity, and inclusion. School staff continues to work on developing MTSS so that all struggling learners are receiving the support needed. Additionally, there is a need for a renewed focus on learner retention/enrollment.

Academic Achievement and College-Career Readiness (Goal 2): The high school team is dedicated to increasing the number of learners who are graduated as prepared.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Putting social-emotional needs first is critical, as it affects academic achievement and learner engagement. Continued focus on trauma-informed practices and campus engagement is needed.

# Goals and Actions

## Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Empower Generation's Charter.

An explanation of why the LEA has developed this goal.

All learners are entitled to a rigorous and broad course of study, highly qualified teachers, standards-based learning/curriculum, current technology, well-maintained schools, and individualized support. Thus, the purpose of this goal is to provide optimal conditions of learning for all learners, ensuring access with appropriate supports and multiple forms of intervention based on each learner's need(s). Providing equity for all learners addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. Ongoing professional learning in diversity, equity and inclusion, best practices in education, as well as iLEAD cultural pieces to include social-emotional learning, will further improve the development of adaptive, inclusive learning environments.

This goal addresses the following State Priorities:  
Priority 1: Basic Services (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 7: Course Access (Conditions of Learning)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC School Pathways	2019-2020 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%	2019-2020 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%	Year 2: 2020-2021 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%		0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments
CA School Dashboard Local Indicator	2019 CA School Dashboard Local Indicator: Standard Met	2019 CA School Dashboard Local Indicator: Standard Met	2022 CA School Dashboard Local Indicator: Standard Met 0% Without Access to		CA School Dashboard Local Indicator: Standard Met 0% Without Access to Standards-Aligned Materials

	0% Without Access to Standards-Aligned Materials	0% Without Access to Standards-Aligned Materials	Standards-Aligned Materials		
SARC	2019-20: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2020-21: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2021-22: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).		The school will be rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).
CA School Dashboard Local Priority: Implementation of Academic Standards	2019 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	2019 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	2022 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met		Implementation of Academic Standards: Standard Met
Professional Learning Attendance	2020-2021: 100% of staff have engaged in professional learning to improve learner outcomes.	2021-2022: 100% of staff have engaged in professional learning to improve learner outcomes.	2022-2023: 100% of staff have engaged in professional learning to improve learner outcomes.		100% of staff will have engaged in professional learning to improve learner outcomes.
Panorama	2021: 100% of parents/guardians feel that the staff creates a culture and community that helps children learn.	2022: 82% of parents/guardians feel that the staff creates a culture and community that helps children learn.	2023: 86% of parents/guardians feel that the staff creates a culture and community that helps children learn.		85% of parents/guardians feel that the learning activities are engaging and motivating.
CA School Dashboard: College/Career Levels and Measures Report and Data	2019 CA School Dashboard: A-G: 46.9% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	2019 CA School Dashboard: A-G: 46.9% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 0% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure		A-G: 50% fulfilled the A-G measure College Credit Courses: 1% fulfilled the college credit measure CTE: 1% fulfilled the CTE measure
DataQuest: School	Per DataQuest,	Per DataQuest, enrollment	Per DataQuest, enrollment		Increase enrollment to 95

Enrollment	enrollment was 85 learners during the 2020-21 school year.	was 92 learners during the 2021-22 school year.	was 81 learners during the 2022-23 school year.		learners.
Paycom	2020-21: 81.25% staff retention rate	2020-21: 81.25% staff retention rate	2021-22: 69.23% staff retention rate		85% staff retention rate
CA School Dashboard Local Indicator: Access to a Broad Course of Study	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met	2022 CA School Dashboard: Access to a Broad Course of Study: Standard Met		Access to a Broad Course of Study: Standard Met
CA School Dashboard: English Learner progress	This data was not available for Empower Generations on the 2019 CA School Dashboard. (less than 11 students)	This data was not available for Empower Generations on the 2019 CA School Dashboard. (less than 11 students)	This data was not available for Empower Generations on the 2022 CA School Dashboard. (less than 11 students)		48.3% of English learners are making progress towards English language proficiency.
Project Design Guide data	2020-21: 50% of staff utilize the project design guide for project planning.	2021-22: 50% of staff utilize the project design guide for project planning.	2022-23: 75% of staff utilize the project design guide for project planning.		75% of staff utilize the project design guide for project planning.
CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2022 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met		Basics: Teachers, Instructional Materials, Facilities: Standard Met

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Fund appropriately assigned and credentialed staff (base salaries and benefits) in order to provide instruction and support for all learners. Facilitators will be provided with support and resources on a 1:1 basis as needed, with the goal of all teachers being fully credentialed in order to increase teacher retention, thus improving equitable opportunities and outcomes for all learners (State Priority #1, WASC #1).	\$451,851.00	No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1).	\$75,195.00	Yes
3	Access to Standards-	School leadership and facilitators will ensure that all learners have access to standards-	\$7,919.00	No

	Aligned Instructional Materials	aligned instructional materials and technology (State Priority #1, WASC Goal #3).		
4	School Facilities	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities (State Priority #1).	\$189,213.00	No
5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	School staff will research, develop, and/or implement resources and curriculum offerings for a broad course of study that ensures general alignment to the California Content Standards while allowing for freedom of innovation with instruction and/or project design for all learners leading to college and career readiness (State Priorities #2 & #7).	\$0.00	No
6	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	The EL Coordinator and school staff will provide English Learners with support for academic achievement through additional language support, ELlevation progress monitoring system, and other evidence-based resources such as BrainPOP EL that support inclusive learning environments (State Priority #2, WASC Goal #4).	\$0.00	Yes
7	Professional Learning	All staff will engage in a variety of professional learning on best practices and first best instruction to include competency-based and PBL instruction, utilizing the California Content Standards, to increase the effectiveness of instruction to all learners. School staff will also be trained on other Empower Generations' cultural pieces such as diversity, equity and inclusion, mindfulness training, trauma-informed training, TED Talks, Restorative Practices, Love and Logic, and 7 Habits, as applicable (State Priority #2, WASC #1).	\$101,250.00	No
8	Staff Recruitment and Retention	Recruit and retain credentialed staff to be appropriately proportionate to enrolled learners to increase equitable opportunities and learning outcomes for all learners (State Priority #1, WASC #1).	\$2,500.00	No
9	Learner Outreach and Retention (repeated expenditure, Goal 1, Action 8)	The Director will continue to work with the outreach team on recruitment and retention of learners (WASC #1).	\$0.00	No
10	High School Course Access (repeated expenditure, Goal 1, Action 3)	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, and/or CTE (State Priority #7, WASC #2).	\$0.00	No
11	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 3)	School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7).	\$0.00	No

## Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal #1 was efficiently implemented during the 2022-23 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received professional learner to improve learner outcomes. There were no substantive differences in planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2022-23 school year, Empower Generations utilized project design guides to create assignments. School staff was trained in diversity, equity, and inclusion, trauma-informed instruction, and PBL. A brand new campus was opened in January of 2023, with cutting-edge, trauma-informed spaces designed for project-based learning, collaboration, and high levels of rigor and engagement. The new facilities were incredibly well-received by families, learners, staff, local political representatives, and community members.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned with the state priorities. Goal one pertains to conditions for learning, which includes Priority 1: Basic Services; Priority 2: State Standards; and Priority 7: Course Access. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

## An explanation of why the LEA has developed this goal.

This goal emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator.

This goal addresses the following State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates	All Students 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math	All Students 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math	Year 2: All Students 2022 DataQuest: 89% CAASPP Participation Rate - ELA 89% CAASPP Participation Rate - Math		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CAST: At or above state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students: Maintain NWEA MAP Math CGI greater than 0
NWEA MAP CGI Index NWEA MAP Participation Rates	ELA: No data available Math: No data available  NWEA MAP Spring 2022 All Students Participation Rate - N/A NWEA MAP Spring 2022	ELA: No data available Math: No data available  NWEA MAP Spring 2022 All Students Participation Rate - Reading 42.67% NWEA MAP Spring 2022	All Students 2022 CA School Dashboard: CAASPP ELA: 127.2 points below standard (115 points below state) Math: 202.2 points below standard (150.5 points below state) Science (CAST): 6.9% met or exceeded		

	<p>All Students Participation Rate - N/A</p> <p>NWEA MAP Spring 2021 All Students Reading CGI -1.3</p> <p>NWEA MAP Spring 2021 All Students Math CGI 0.2</p>	<p>All Students Participation Rate - Math 61.33%</p> <p>NWEA MAP Spring 2022 All Students Reading CGI -1.5</p> <p>NWEA MAP Spring 2022 All Students Math CGI 1.70</p>	<p>NWEA MAP Spring 2022 All Students Participation Rate - Reading 74%</p> <p>NWEA MAP Spring 2022 All Students Participation Rate - Math 74%</p> <p>NWEA MAP Spring 2022 All Students Reading CGI .02</p> <p>NWEA MAP Spring 2022 All Students Math CGI .5</p>		
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 3.1% of all students graduated as prepared (increased 3.1%/no color)	2019 CA School Dashboard: 3.1% of all students graduated as prepared (increased 3.1%/no color)	2022 CA School Dashboard: Data not released this year due to COVID		12% of all students will graduate as prepared.
<p>EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores</p> <p>DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates</p> <p>CA School Dashboard State Indicator: College and Career Indicator</p>	<p>EL Learners 2019 DataQuest: 60% CAASPP Participation Rate - ELA 60% CAASPP Participation Rate - Math</p> <p>EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available</p> <p>2019 CA School Dashboard State Indicator: College and Career Indicator No data available</p>	<p>EL Learners 2019 DataQuest: 60% CAASPP Participation Rate - ELA 60% CAASPP Participation Rate - Math</p> <p>EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available</p> <p>2019 CA School Dashboard State Indicator: College and Career Indicator No data available</p>	<p>EL Learners 2022 DataQuest: CAASPP Participation Rate - ELA: No data published CAASPP Participation Rate - Math: No data published</p> <p>EL Learners 2022 CA School Dashboard: CAASPP ELA: No data available Math: No data available</p> <p>2022 CA School Dashboard State Indicator: College and Career Indicator No data available</p>		<p>95% CAASPP Participation - ELA &amp; Math</p> <p>CAASPP: At or above state level</p> <p>CA School Dashboard: College/Career: The school will set the desired outcome once baseline data is available.</p>
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores	<p>Socioeconomically Disadvantaged 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP</p>	<p>Socioeconomically Disadvantaged 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation</p>	<p>Year 2: Socioeconomically Disadvantaged 2019 DataQuest: 85% CAASPP Participation Rate - ELA 85% CAASPP Participation Rate - Math</p>		<p>95% CAASPP Participation - ELA &amp; Math</p> <p>CAASPP: At or above state level</p> <p>CA School Dashboard: College/Career - 12% of socioeconomically disadvantaged will graduate as</p>

DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates  CA School Dashboard State Indicator: College and Career Indicator	Participation Rate - Math  Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: 3.2% of socioeconomically disadvantaged graduated as prepared	Rate - Math  Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: 3.2% of socioeconomically disadvantaged graduated as prepared	Socioeconomically Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 144.1 points below standard (102.9 points below state) Math: 198.2 points below standard (114.2 points below state)  2022 CA School Dashboard: % learners graduating prepared: No data available due to COVID		prepared
Foster Youth: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates  CA School Dashboard State Indicator: College and Career Indicator	Foster Youth 2019 DataQuest: 2019 CAASPP ELA Participation Rate: Not Available 2019 CAASPP Math Participation Rate: Not Available  Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Foster Youth 2019 DataQuest: 2019 CAASPP ELA Participation Rate: Not Available 2019 CAASPP Math Participation Rate: Not Available  Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available  2019 CA School Dashboard: College/Career: No data available	Year 2: Foster Youth 2022 CA School Dashboard: CAASPP 2022 CAASPP ELA Participation Rate: Not Available 2022 CAASPP Math Participation Rate: Not Available  2022 CA School Dashboard: College/Career: No data available		95% CAASPP Participation - ELA & Math CAASPP: The school will set desired outcome once baseline data is available. CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
DataQuest: EL Data: Annual Reclassification Counts and Rates	2019-20: 0% reclassification rate	2020-21: 0% reclassification rate	2021-22: Data not yet released by state		5% reclassification rate
iLEAD Comprehensive Growth Card	Spring 2022 Participation Rates: Facilitators: N/A	Spring 2022 Participation Rates: Facilitators: 100%	Spring 2023 Participation Rates: Facilitators: 100%		100% of facilitators and 80% of learners will complete the iLEAD Comprehensive Growth Card.

	Learners: N/A  Spring 2021 Results: 56% of learners achieved their one or more of their academic ILP goals. 49% of learners achieved one or more of their SEL ILP goals.	Learners: 57.90%  Fall 2021 Results: 40% of learners achieved their one or more of their academic ILP goals. 29% of learners achieved one or more of their SEL ILP goals.	Learners: 65%  Fall 2022 Results: 51% of learners achieved one or more of their academic ILP goals. 38% of learners achieved one or more of their SEL ILP goals.		45% of learners will achieve one or more of their academic ILP goals. 35% of learners will achieve one or more of their SEL ILP goals.
Data Quest: Four-Year Adjusted Cohort Graduation Rate Report	2019-20 DataQuest: 0% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 5.3% met UC/CSU requirements	2020-21 DataQuest: 11.1% earned Golden State Seal Merit Diploma 11.1% earned Seal of Biliteracy 0% met UC/CSU requirements	2021-22 DataQuest: 16.7% earned the Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 0% met UC/CSU requirements		13% earned Golden State Seal Merit Diploma 13% earned Seal of Biliteracy 13% met UC/CSU requirements

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement (repeated expenditure, Goal 1, Action 1)	Through competency-based learning and learner POD groupings, school staff will support all learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. School staff will work to increase the number of learners who take two or more MAP assessments annually and will work to ensure a high percentage of learners participate in state testing (WASC Goal #3, State Priority #4).	\$0.00	No
2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	The school will ensure high school graduates are college and career ready based on the CCI indicator by offering A-G classes, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #2).	\$0.00	No
3	EL Learner Achievement	Through data analysis and focused instruction, school staff will support EL learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #3, #4).	\$15,785.00	Yes
4	Socioeconomically Disadvantaged Achievement (repeated	Through data analysis and focused instruction, school staff will support socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners	\$0.00	Yes

	expenditure, Goal 1, Action 6)	will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #3).		
5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Through data analysis and focused instruction, school staff will support foster/homeless learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #3).	\$0.00	Yes
6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification (State Priority #4, WASC #4).	\$0.00	Yes
7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals (State Priority #8).	\$0.00	No
8	Other High School Outcomes (repeated expenditure, Goal 1, Action 3)	School staff will maximize opportunities for high schoolers to be recognized for achievements by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, and/or the National Merit scholarship (State Priority #8, WASC #2).	\$0.00	No

## Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2022-23 school year, learners were monitored for academic achievement and social-emotional well-being. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 2022-23 school year, colleges visited Empower Generations to deliver presentations about their programs and learners did a college visit and had access to numerous college resources/speakers. Eligible learners were enrolled in the Department of Rehabilitation program to help high schoolers prepare for the workforce. There was an increase in learners who earned the Golden State Seal Merit Diploma, learners who participated in MAP and CAASPP testing, learners who met their academic and SEL ILP goals, and large growth in learners who met the Conditional Growth Index for ELA and Math on the NWEA MAP test.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned with the state priorities. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.

## An explanation of why the LEA has developed this goal.

Upon consideration of educational partner feedback on the effects of the COVID-19 pandemic on the school's learners, this goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

This goal addresses the following State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Calendar	2020-21: The school held one educational partner meeting/gathering.	2021-22: The school held two educational partner meetings/gatherings.	2022-23: The school held six formal educational partner meetings/gatherings and multiple informal gatherings.		The school will hold a minimum of three educational partner meetings/gatherings per year.
CA School Dashboard Local Indicator: Parent & Family Engagement	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met		Parent & Family Engagement: Standard Met
EG DASS: One Year Graduation Rate CALPADS 8.1b: High School Drop Out Data	EG DASS One Year Graduation Rate 33.3% 2020-21 CALPADS: High School Dropout Rate: 4.7%	EG DASS One Year Graduation Rate 33.3% 2020-21 CALPADS: High School Dropout Rate: 4.7%	EG Four Year Graduation Rate: 30.8% 2021-2022 CALPADS: High School Dropout Rate: 41.7%		EG DASS One Year Graduation Rate 36% High School Dropout Rate: 2%

EL Learners: Counselor Data CA School Dashboard	EL Learners: EL learners and their families receive additional counseling, social-emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	2021-22: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	2022-23: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff. 2022 CA School Dashboard: No data available for the graduation rate		100% of EL learners and their families will receive additional counseling, social-emotional, and academic support/resources from school staff. CA School Dashboard: The graduation rate for EL learners will match the graduation rate for all learners
Foster Youth: Counselor Data CA School Dashboard: Graduation Rate	Foster Youth: Foster youth and their families receive additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	Foster Youth: 2021-22: 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	Foster Youth: 2022 CA School Dashboard: Graduation rate N/A 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.		Foster Youth: 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff. CA School Dashboard: Desired outcome will be determined once baseline data is available.
Socioeconomically Disadvantaged: Counselor Data CA School Dashboard: Graduation Rate	Socioeconomically Disadvantaged: Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: 48.4% socioeconomically disadvantaged graduated/increased 24.4% (no color)	Socioeconomically Disadvantaged: 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: 48.4% socioeconomically disadvantaged graduated/increased 24.4% (no color)	Year 2: Socioeconomically Disadvantaged: 2022 CA School Dashboard: 33.3% of socioeconomically disadvantaged graduated 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff		Socioeconomically Disadvantaged: 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff. CA School Dashboard: 50% socioeconomically disadvantaged graduated

CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report	2019 CA School Dashboard: No available data on chronic absenteeism. 2019-20 Attendance Rate: 92%	2019 CA School Dashboard: No available data on chronic absenteeism. 2020-21 Attendance Rate: 87%	2022 CA School Dashboard: No available data on chronic absenteeism. 2021-22 Attendance Rate: 75.45%		Chronic absenteeism: Once data is available on the Dashboard, the school will set goals to improve any chronic absenteeism. Attendance Rate: 90%
CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local Climate Survey	2019 CA School Dashboard: 0% suspended at least once (blue) 2019-20 Expulsion Rate: 0% 2019 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2019 CA School Dashboard: 0% suspended at least once (blue) 2020-21 Expulsion Rate: 0% 2019 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2022 CA School Dashboard: 0% suspended at least once 2021-22 Expulsion Rate: 0% 2022 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met		Maintain less than 1% suspension rate. Expulsion Rate: 0% Local Climate Survey: Standard Met
Panorama Learner Survey	2022 Panorama Learner Survey: 94% positive school-teacher relationships	2022 Panorama Learner Survey: 94% positive school-teacher relationships	2023 Panorama Learner Survey: 91% positive school-teacher relationships		95% positive school-teacher relationships

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners (repeated expenditure, Goal 3, Action 2)	To solicit feedback and provide program updates, school staff will facilitate educational partner events or meetings and conduct an annual survey for input on the school and its programs (State Priority #3).	\$0.00	No
2	Family Education (repeated expenditure, Goal 3, Action 1)	School staff will provide ongoing educational opportunities such as the annual SPED symposium and Parent University webinars for families in order to promote engagement (State Priority #3).	\$0.00	No
3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of high school and middle school learners. Leadership and staff will also develop partnerships with community organizations in the area of pregnant and parenting wrap-around services in order to better serve learners' needs and improve school engagement and learner retention (State Priority	\$0.00	No

		#5, WASC #2).		
4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	The EL Coordinator and other school staff will provide academic counseling and resources to a high, four-year graduation rate while also lowering the school's dropout rate of its EL high school and middle school learners (State Priority #5, WASC #2).	\$0.00	Yes
5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its homeless and foster youth high school and middle school learners (State Priority #5, WASC #2).	\$0.00	Yes
6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its socioeconomically disadvantaged high school and middle school learners (State Priority #5, WASC #2).	\$0.00	Yes
7	School Attendance	School staff will provide extra support for learners exhibiting challenges with academics and SEL to minimize chronic absenteeism and support a strong attendance rate (State Priority #5).	\$12,213.00	No
8	School Climate (repeated expenditure, Goal 3, Action 7)	iLEAD's staff will personalize learning and develop relationships through the core program to ensure that learners have a safe and nurturing environment while at school. School staff will incorporate strategies from Love & Logic, Restorative Practices, and/or 7 Habits/Leader in Me to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).	\$0.00	No
10	Learner Engagement (repeated expenditure, Goal 3, Action 8)	The school will host academic (such as learner-led conferences or showcases of learning), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community (State Priority #6).	\$0.00	No

## Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal three's emphasis is on community, family, and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under goal three.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

An explanation of how effective the specific actions were in making progress toward the goal.

Empower Generations continues to maintain and build community partnerships for the benefit of its learners. In particular, they have partnered with AV Partners For Health and CareNet (to provide medical and educational support). There is also favorable family feedback that the program is supporting them. The school also began iSUPPORT to further promote family and learner engagement and feedback. Given that the school was in a temporary space for half the year, it expects to see an increase in survey feedback and positive school engagement starting in 2023-2024.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned to the state priorities. Goal three pertains to engagement, which includes Priority 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$90,980.00	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.68%	0.00%	\$0.00	12.68%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

<p>For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.</p>
<p>When developing each action for Empower Generations, it was important to first consider the needs of foster youth, English learners, and socioeconomically disadvantaged learners (including those experiencing homelessness) in order to develop a plan on how to increase and improve services to these learners during the 2022-23 school year. School staff can reduce barriers and increase equity and access through evidence-based, trauma-sensitive supports and practices that provide opportunities for success. In order to address achievement gaps in ELA and math, and to help these learners in their academic and SEL achievement (to include college and career), the school plans to implement several actions to target these learners directly, with the goal of increasing their engagement in learning, improving academic support and student achievement, removing barriers to education, addressing social-emotional needs, and promoting school-family connections/partnerships.</p> <p>More specifically, the unique needs of foster youth include additional academic support/interventions, community resources, counseling support, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance. The unique needs of EL learners include English language development, additional academic support/interventions, difficulty accessing curriculum due to language barriers, primary language support, literacy skill building, language acquisition monitoring, community resources, equity and inclusion, social-emotional support, individualized learning plans, family translation services, and parent/family assistance. The unique needs of socioeconomically disadvantaged include additional academic support/interventions, community resources, counseling support, funding to access AP exams, college credit courses, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance.</p> <p>When creating actions, the school also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. Additionally, feedback from counselors, facilitators, liaisons, families, learners, office staff, community partners, board members and/or EL collaborations was considered. Through family meetings, discussions at school events, and school surveys, educational partner feedback regarding curriculum/instruction, safety, school culture, and diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.</p>

In goal one, the school created an action to provide professional learning to include diversity, equity and inclusion. These trainings are principally directed towards identifying any specific needs of unduplicated learners, referring them for additional support as needed (which also ties into the actions in goals two and three) and addressing any discrepancies in diversity, equity and inclusion in the classroom as it relates to curriculum and instruction. School staff will be able to better identify, support and implement practices/resources that increase services to these unduplicated groups.

In goal two, the school plans to monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. The school will increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities to take A-G classes, college credit courses, earn the state seal of biliteracy, and/or enroll in CTE pathways in order to graduate prepared as indicated on the CA School Dashboard.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) will be dedicated to support these learners through the guidance of school counselors, liaisons and coordinators. Families of unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

During the 2023-24 school year, the school plans to use supplemental grant funds received under the Local Control Funding Formula to increase and improve the services of these special populations of students as follows:

#### Foster Youth

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Supplemental funding for college credit courses as needed.

#### English Learners

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational/language barriers and other unique challenges.
- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Individualized translation services as needed for families to effectively communicate with school staff.
- Additional language support from ELD facilitators and the EL coordinator.
- Additional support and guidance for Integrated and Designated ELD and ELPAC testing through the use of Ellevation, Brian Pop ELL, and small group instruction.
- Supplemental language development programs and resources to increase literacy and build English proficiency.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Supplemental funding for college credit courses as needed.

#### Socioeconomically Disadvantaged

- Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.

- Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
- Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
- Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
- Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
- Support for families through ongoing family education and other planned events to support parents/guardians.
- Supplemental funding for college credit courses as needed.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The school's plan is to utilize an EL coordinator/liaison, counselor, credentialed and/or support staff to increase community partnerships, provide direct and wrap-around services to these learners, and support their academic and social-emotional well-being. In addition, the school plans to provide:

- Coordination of bus passes/transportation options to remove transportation barriers
- Care team specifically to support pregnant/parenting teens and child development courses for low-income, homeless, and foster youth
- Coordination of partnerships with AVPH for home visits for learners to increase engagement and time spent in Tier II and III intervention programs
- Retention of highly qualified and trained staff

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	<b>Schools with a student concentration of 55 percent or less</b>	<b>Schools with a student concentration of greater than 55 percent</b>
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# Action Tables

## 2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$855,926.00	\$0.00	\$0.00	\$0.00	\$855,926.00	\$521,898.00	\$334,028.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Staff	All	\$451,851.00	\$0.00	\$0.00	\$0.00	\$451,851.00
1	2	High Needs Support Team	English learner (EL), Foster Youth, Low Income	\$75,195.00	\$0.00	\$0.00	\$0.00	\$75,195.00
1	3	Access to Standards-Aligned Instructional Materials	All	\$7,919.00	\$0.00	\$0.00	\$0.00	\$7,919.00
1	4	School Facilities	All	\$189,213.00	\$0.00	\$0.00	\$0.00	\$189,213.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	6	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	7	Professional Learning	All	\$101,250.00	\$0.00	\$0.00	\$0.00	\$101,250.00
1	8	Staff Recruitment and Retention	All	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
1	9	Learner Outreach and Retention (repeated expenditure, Goal 1, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	10	High School Course Access (repeated expenditure, Goal	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		1, Action 3)						
1	11	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	EL Learner Achievement	English learner (EL)	\$15,785.00	\$0.00	\$0.00	\$0.00	\$15,785.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	Other High School Outcomes (repeated expenditure, Goal 1, Action 3)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Educational Partners (repeated expenditure, Goal 3, Action 2)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	Academic Counseling and		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		Support (repeated expenditure, Goal 1, Action 1)						
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	7	School Attendance	All	\$12,213.00	\$0.00	\$0.00	\$0.00	\$12,213.00
3	8	School Climate (repeated expenditure, Goal 3, Action 7)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	10	Learner Engagement (repeated expenditure, Goal 3, Action 8)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

# 2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$717,656.00	\$90,980.00	12.68%	0.00% - No Carryover	12.68%	\$90,980.00	0.00%	12.68%	Total:	\$90,980.00
								LEA-wide Total:	\$90,980.00
								Limited Total:	
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	High Needs Support Team	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$75,195.00	0.00%
1	6	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
2	3	EL Learner Achievement	Yes	LEA-wide	English learner (EL)	All Schools	\$15,785.00	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Yes	LEA-wide	Foster Youth	All Schools	\$0.00	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%

# 2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$867,329.00	\$501,146.26

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed and Appropriately Assigned Staff	No	\$304,906.00	\$195,711.00
1	2	High Needs Support Team	Yes	\$157,522.00	\$96,069.00
1	3	Access to Standards-Aligned Instructional Materials	No	\$31,568.00	\$15,778.00
1	4	School Facilities	No	\$113,820.00	\$25,474.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
1	6	ELD Implementation of State Standards	Yes	\$5,000.00	\$2,931.26
1	7	Professional Learning	No	\$91,189.00	\$59,974.00
1	8	Staff Recruitment and Retention	No	\$14,122.00	\$4,021.00
1	9	Learner Outreach and Retention (repeated expenditure, Goal 1, Action 8)	No	\$0.00	\$0.00
1	10	High School Course Access (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
1	11	Multi-Tiered Systems of Support	No	\$93,480.00	\$0.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
2	2	College and Career	No	\$0.00	\$0.00

		Readiness (repeated expenditure, Goal 1, Action 1)			
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$2,808.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$84,520.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00
2	7	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
2	8	Other High School Outcomes (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00
3	1	Educational Partners	No	\$1,521.00	\$945.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	No	\$0.00	\$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
3	4	EL Academic Counseling and Support	Yes	\$40,000.00	\$3,087.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$1,900.00
3	7	School Attendance	No	\$12,281.00	\$2,526.00

3	8	School Climate (repeated expenditure, Goal 3, Action 7)	No	\$0.00	\$0.00
3	9	Learner Engagement	No	\$1,920.00	\$5,402.00

## 2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$191,316.00	\$202,522.00	\$191,315.00	\$11,207.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	High Needs Support Team	Yes	\$157,522.00	\$96,069.00	0.00%	0.00%
1	6	ELD Implementation of State Standards	Yes	\$5,000.00	\$2,931.00	0.00%	0.00%
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$2,808.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$84,520.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00	0.00%	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support	Yes	\$40,000.00	\$3,087.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	\$0.00	\$1,900.00	0.00%	0.00%

## 2022-2023 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$687,447.00	\$191,316.00	0.00%	27.83%	\$191,315.00	0.00%	27.83%	\$0.00 - No Carryover	0.00% - No Carryover

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## **AGREEMENT**

THIS AGREEMENT is made by and between iLEAD Lancaster Charter School a California not for Profit Corporation, 254 E. Ave K-4, Lancaster CA 93535 (Lancaster),

iLEAD Agua Dulce:, a California not for Profit Corporation, 11311 Frascati Street, Agua Dulce CA 91390 (Agua Dulce),

iLEAD Hybrid Antelope Valley:, a California not for Profit Corporation, 2110 W. Avenue K, Lancaster CA 93536 (Antelope Valley),

Santa Clarita Valley International:, a California not for Profit Corporation, 28060 Hasley Canyon Road, Castaic CA 91384 (SCVi),

and Empower Generations, a California not for Profit Corporation, 44236 10th Street West, Lancaster 93534 (Empower)

## **WITNESSETH:**

**WHEREAS**, Lancaster operates as a School Food Authority under the National School Lunch Program and operates a food service program that provides healthy, nutritious lunches to public school students; and

**WHEREAS**, Agua Dulce, Antelope Valley, SCVi, and Empower are public charter schools in Los Angeles County, CA;

**WHEREAS**, Agua Dulce, Antelope Valley, SCVi, and Empower would like to partner with Lancaster under the Lancaster School Food Authority umbrella for food service through the Food Service Program, and Lancaster would like to enter into such partnership with Agua Dulce, Antelope Valley, SCVi, and Empower (the "Food Service Program").

**NOW, THEREFORE**, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to be bound by the following terms:

**Section 1. Recitals.** The above recitals are true and correct and incorporated into this Agreement by reference.

### **Section 2. Scope of Services.**

A. Lancaster agrees to provide school food service to Agua Dulce, Antelope Valley, SCVi, and Empower through the Food Service Program in accordance with the requirements of the National School Lunch Program and all applicable laws, rules, and regulations, as more particularly described in Exhibit "**A**" to this Agreement.

B. Food service equipment, food supplies, equipment for the operation of the Food Service Program will be provided by Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower will be the financial responsibility of Lancaster .

Lancaster will provide all employees necessary to provide all of the services set forth in Exhibit A through the Food Service Program at Lancaster's sole cost and expense.

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2023-24 school year. On or before October 30, 2023 the Participation Percentage for each school will be adjusted based on the actual percentage of students served at each school site compared to the total student served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2023-2024 School Year will be as follows:

1. Lancaster: 0.341 or 34.1%
2. Agua Dulce: 0.325 or 32.5%
3. Antelope Valley: 0.182 or 18.2%
4. SCVi: 0.138 or 13.8%
5. Empower: 0.014 or 1.4%

C. The Food Service Program will generate revenues through the National School Lunch Program for meals provided to each school. All revenues derived from the school Food Service Program will be maintained and accounted for by Lancaster and maintained in a dedicated bank account. A fund balance of \$328,293 will be established for use in the case of emergency food service operation needs. This amount is equal to approximately 3 months of operational expenditures. This fund balance will be derived from food service revenues derived above expenses. Once the \$328,293 fund balance has been established, the remaining revenues generated, above this established amount that is in excess, from the food service operation will be shared on a monthly basis with the five schools (Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower) if the revenue exceeds the above fund balance, based on the Participation Percentage.

**Section 3. Indemnification.** Each party to this Agreement does hereby indemnify, defend and hold harmless the others, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the first party, (ii) any action taken or not taken by the first party, or (iii) any noncompliance or breach by the first party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, and representatives.

**Section 4. Terms and Termination.** This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2024. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

**Section 5. Force Majeure.** The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or

terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

**Section 6. Modifications.** Unless otherwise specified in this Agreement, no modification, amendment, or alteration of the terms or conditions contained in this Agreement will be effective unless contained in a written document executed by the parties, with the same formality and of equal dignity with this Agreement.

**Section 7. Assignments.** This Agreement may not be subcontracted or assigned without the prior written consent of the parties.

**Section 8. Notices.** All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either party to the other, will be deemed to have been fully given or made or sent when in writing and addressed as follows:

**iLEAD LANCASTER CHARTER SCHOOL:**

School Director  
254 E. Ave K-4, Lancaster CA 93535

**iLEAD AGUA DULCE:**

School Director  
11311 Frascati Street, Agua Dulce CA 91390

**iLEAD HYBRID ANTELOPE VALLEY:**

School Director  
2110 W. Avenue K, Lancaster CA 93536

**SANTA CLARITA VALLEY INTERNATIONAL:**

School Directors  
28060 Halsey Canyon Road, Castaic CA 91384

**EMPOWER GENERATIONS:**

School Director  
44236 10th Street West, Lancaster 93534

All notices required, or which may be given under this Agreement, will be considered properly given if (1) personally delivered, (2) sent by certified United States mail, return receipt requested, or (3) sent by Federal Express or other equivalent overnight letter delivery company.

The effective date of such notices will be the date personally delivered, or if sent by certified mail, the date the notice was signed for, or if sent by overnight letter by a carrier, the date the notice was delivered by the overnight letter company. The parties may designate other individuals or addresses to which notice will be sent by notifying, in writing, the other party in a manner designated for the filing of notice under this agreement.

**Section 9. Entire Agreement** This represents the entire agreement between the parties and supersedes any prior communication or agreements, whether oral or written, related to the subject matter hereof. No modification can be made to this Agreement unless mutually agreed by the parties in writing.

**Section 10. Severability.** If any provision of this Agreement is found by a court of competent jurisdiction to be invalid, it will be considered deleted from this Agreement, and will not invalidate the remaining provisions.

**Section 11. Compliance.** Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower must at all times comply with all applicable federal, state and local laws, rules and regulations in the performance of their duties and obligations under this Agreement.

**Section 12. Jurisdiction and Venue.** This Agreement is made under, and in all respects will be interpreted, construed and governed by and in accordance with, the laws of the State of California. Venue for any legal action resulting from this Agreement will lie solely in Los Angeles County, California..

[SIGNATURE PAGE  
FOLLOWS]

**IN WITNESS WHEREOF**, the parties have made and executed this Agreement on the respective dates under each authorized signature:

**iLEAD LANCASTER CHARTER SCHOOL:**

Nykole Kent, School Director  
This \_\_\_\_ day of \_\_\_\_\_ 2023

**iLEAD AGUA DULCE:**

Lisa Latimer, School Director  
This \_\_\_\_ day of \_\_\_\_\_ 2023

**iLEAD HYBRID ANTELOPE VALLEY:**

Amanda Fischer, CEO  
This \_\_\_\_ day of \_\_\_\_\_ 2023

**SANTA CLARITA VALLEY INTERNATIONAL:**

Martha Spansel, School Director  
This \_\_\_\_ day of \_\_\_\_\_ 2023

**EMPOWER GENERATIONS:**

Malaka Donvan, School Director  
This \_\_\_\_ day of \_\_\_\_\_ 2023

**Exhibit A**  
**Scope of Work Performed by Lancaster for**  
**Agua Dulce, Antelope Valley, and SCVi and School's Responsibilities**

Lancaster will be responsible for the following services, to be performed at the schools sites for each of the schools:

- Ensuring compliance with all laws and regulations regarding food service, including all federal, state, and district guidelines for meal services
- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Proper care and maintenance of each school's kitchen and cafeteria equipment
- Financial management of the food service operation, to include tracking and paying invoices will be completed by the Food Service Coordinator and back office support.
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Lancaster will be responsible for the following:

- The repairs and services of any equipment until end of life that was provided by Lancaster to any school through the Kitchen Infrastructure Funds or the National School Lunch Program funds.

Agua Dulce, Antelope Valley and SCVi will be responsible for the following:

- The repairs, services, and replacement of any equipment that was previously purchased or owned by that school.
- Repairs and services to any “fixture” to the school building ie: floors, air conditioning, etc.
- Supervision of learners while eating within the space that the school nutrition program is provided.
- Cleaning of the space where the learners eat while participating in the school nutrition program.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

\*The budget of the National School Lunch Program will be evaluated yearly to determine if the budget, through Lancaster, can sustain the repairs, services and/or replacement of equipment owned by the school. If sustained the MOU will be updated to reflect this.

**Exhibit B**  
**Scope of Work Performed by Lancaster for**  
**Empower Generations and School's Responsibilities**

Lancaster employees will be responsible for the following:

- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Financial management of the food service operation, to include tracking and paying invoices
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Transportation and delivery of meals at no charge to the Empower Generations school site on all regularly scheduled calendared school days.
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Empower Generations will be responsible for:

- Maintaining compliance of all regulations regarding food service under all federal, state, and district guidelines
- Management of all necessary administrative paperwork required for on site service, such as meal production records, maintaining proper records for auditing purposes, etc.as required under the National School Lunch Program.
- Proper care and maintenance of the school's kitchen and cafeteria equipment.
- Serving food to learners on the school site at appropriate times and with appropriate and required portions.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

[illegible]



**2023-2024**

**Family Guidebook**

**Free To Think. Inspired To Lead.**

# INTRODUCTION

Welcome to Empower Generations! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

Empower Generations' unique approach to the whole person and whole family allows learners to continue to pursue a high school diploma while navigating through new experiences including pregnancy and parenthood. The program offers flexible options such as credit recovery, online support, one-on-one check-ins, regular advisory meetings and community internship and mentorship as part of a pathway to high school graduation and college and career readiness. We promote adaptability, self-confidence, autonomy and creativity through the development of social and emotional skills, communication skills, and problem solving skills. The educational program will promote respect, understanding, and appreciation of diversity in the school's multicultural environment.


As a learner at Empower Generations, each child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, math, social studies, science, the arts, and technology. The independent study setting supports learners as they grow academically using a variety of learning strategies. Each child will be empowered to take ownership of their learning experience.

The program includes three essential components:

- Personalized, Relevant, and Rigorous Learning
- Health and Wellness
- Internship and Community Mentorship

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

Your experience as a parent at Empower Generations may also be different from what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent programs. We encourage and depend upon our parents to be actively engaged both in and outside of their learner's classroom. If you feel that you need support in



any given area, please don't hesitate to ask for a meeting with your child's Guide, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

The Family Guidebook is designed to share Empower Generations' philosophy, expectations for learners and families, and other school information.

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## SECTION 1:

# iLEAD SCHOOLS EDUCATIONAL OVERVIEW

## OUR MISSION AND VALUES

### iLEAD Schools Mission Statement

**Free to Think. Inspired to Lead.**

### Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

### Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

#### **i-LEAD by being a/an...**

##### **Lifelong Learner**

*I am a self-directed learner, focused on personal growth and development.*

##### **Empathetic Citizen**

*I seek to understand and appreciate what others are thinking, feeling, or experiencing.*

##### **Authentic Individual**

*I am true to myself, my personality, values, beliefs, and principles.*

##### **Design Thinker**

*I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.*

## OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL) iLEAD's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. iLEAD Schools promotes active learning methods and opportunities for self-directed learning.

### Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their Guide and parents/guardians, create an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their Guide. This experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

### Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learning's time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

**PBL makes school more engaging for learners.** Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

**PBL improves learning.** After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

**PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

**PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

**PBL provides opportunities for learners to use technology.** Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, Guides and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

**PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

**PBL connects learners and schools with communities and the real world.** Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

### **Not just knowing but also DOING**

*PBL allows learners to apply their learning in real-world scenarios.*

### **High levels of engagement**

*PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!*

### **True learning**

*PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.*

### **Focusing on your learner, not the curriculum, brings learning to life**

*PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!*

**\*What is PBL? and PBL Outcomes from [Buck Institute](#)**

## **Social and Emotional Learning (SEL)**

It takes more than book-smarts to be an effective leader. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and**

**Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the [7 Habits of Highly Effective People/Kids/Teens®](#) (Stephen/Sean Covey) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

## **7 Habits of Highly Effective People**

Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**  
Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**  
Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**  
Life management — details one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**  
Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**  
This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**  
Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

## **Advisory**

Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily advisory meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment. Each learner will meet with their Advisory weekly and at the end of each Learning Period. Learners typically keep their same Advisory during their time at Empower Generations.

## CURRICULUM

The research-based instructional approach of Project Based Learning at Empower Generations is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows Guides to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners. Curriculum is implemented with the following best practices in education:

### Global Understanding

21<sup>st</sup> Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

### Engaging Curriculum

Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers her or his unique strengths.

### Competency Based Education

Competency education (also refers to as proficiency-based, mastery-based, or performance-based) is a structural norm that helps schools move from the traditional system. In a traditional system, huge gaps are created along learners' learning trajectories because they are generally passed onto the next grade even if they are not proficient. A shift to competency means the system is designed to ensure learners are learning, and they must demonstrate that learning before advancing to the next level. They are reliable because learners earn credits by demonstrating mastery, not by an A–F scale that allows learners to advance with variable amounts of skills and leaves many of them with large gaps in their proficiency of core subjects and knowledge.

Competency education builds upon standards to set a bar for what every learner should know and be able to do. It is important to have clear targets for learning based on standards, and to use time more flexibly, as needed, to achieve mastery of high standards. This is different from traditional schooling because rather than the amount of time per day, per subject, being fixed and the amount of learning being variable, competency education requires that learning at a high level and consistent expectation is the new bar.

**Empower Generation's competencies are listed below:**

GRADUATION PROFILE	COMPETENCIES
<b>INTERNATIONAL:</b> <u>GRADUATION STANDARD:</u> DEMONSTRATE PURPOSEFUL CONTRIBUTION IN SCHOOL, LOCAL, AND GLOBAL COMMUNITIES AS A MEANS TO ENRICH PERSONAL LEARNING, PRACTICE CIVIC RESPONSIBILITY, AND STRENGTHEN COMMUNITIES.	<b>HOW DO I DEMONSTRATE COMMUNITY ENGAGEMENT?</b>  <input type="checkbox"/> DIVERSE CULTURAL PERSPECTIVES <input type="checkbox"/> MULTIPLE LANGUAGE PROFICIENCY <input type="checkbox"/> UNDERSTANDING ETHICAL ISSUES <input type="checkbox"/> GLOBAL RESEARCH AND ANALYSES <input type="checkbox"/> SOCIAL HISTORY THROUGH INTERVIEWS

<p><b>LEADERSHIP:</b>  <u>GRADUATION STANDARD:</u>          USE VARIETY OF INTERPERSONAL SKILLS TO DEMONSTRATE RESPECT FOR CULTURAL AND INDIVIDUAL STRENGTHS AND DIFFERENCES WHILE WORKING IN VARIOUS ROLES TO ENHANCE THE GROUP'S OVERALL GOAL, PROCESS AND PERFORMANCE.</p>	<p>How CAN I USE COLLABORATION AND TEAMING TO RGUIDEINE MY LEADERSHIP SKILLS?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SYNTHESIS/COLLABORATION</li> <li><input type="checkbox"/> LEAD THROUGH INFLUENTIAL WORK</li> <li><input type="checkbox"/> GENERATE MEANINGFUL QUESTIONS</li> <li><input type="checkbox"/> CIVIC RESPONSIBILITY THROUGH LOCAL POLICIES</li> <li><input type="checkbox"/> INTRAPERSONAL/INTERPERSONAL UNDERSTANDING</li> <li><input type="checkbox"/> POWERFUL COMMUNICATION TO DIVERSE AUDIENCES</li> </ul>
<p><b>ENTREPRENEURIAL DEVELOPMENT:</b>  <u>GRADUATION STANDARD:</u>          DEMONSTRATE PROBLEM SOLVING AND RISK-TAKING ABILITIES IN A VARIETY OF SITUATIONS THROUGH PRODUCTIVE STRUGGLE, OWNERSHIP OF WORK, DRAFTING AND REVISION, AND GRADUAL RESOLUTION.</p>	<p>How CAN I INTEGRATE KNOWLEDGE FROM A VARIETY OF SOURCES TO SET GOALS AND MAKE INFORMED DECISIONS?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PERSUASION (ETHOS, LOGOS, PATHOS)</li> <li><input type="checkbox"/> AUTHENTIC PROBLEM SOLVING</li> <li><input type="checkbox"/> FINANCIAL LITERACY</li> <li><input type="checkbox"/> INTERNSHIP WITH COMMUNITY BUSINESS</li> <li><input type="checkbox"/> WRITE A BUSINESS PLAN</li> </ul>
<p><b>ARTS:</b>  <u>GRADUATION STANDARD:</u>          USE DIVERSE MEANS OF SELF EXPRESSION THAT CAPTURES PASSIONS AND EMOTIONS WHILE CHALLENGING INTELLECT.</p>	<p>How CAN I DEMONSTRATE CREATIVITY AND EXPRESSION THAT CAPTURES EMOTIONAL AND INTELLECTUAL SELF?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ARTISTIC CONNECTIONS THROUGH CULTURAL CONTEXT</li> <li><input type="checkbox"/> DIVERGENT THINKING</li> <li><input type="checkbox"/> SELF EXPRESSION THROUGH VARIETY OF MEDIUMS</li> <li><input type="checkbox"/> MATHEMATICAL ENGINEERING</li> <li><input type="checkbox"/> GEOMETRIC REASONING</li> <li><input type="checkbox"/> APPLIED DIGITAL TECHNOLOGIES</li> </ul>
<p><b>DESIGN:</b>  <u>GRADUATION STANDARD:</u>          USE RELEVANT RESEARCH AND INVESTIGATIONS TO GENERATE AND EVALUATE IDEAS AND SOLUTIONS.</p>	<p>How CAN I DEMONSTRATE CRITICAL THINKING AND CURIOSITY THROUGH MY WORK?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LITERARY/AUTHOR ANALYSES (POETRY, NON-FICTION, FICTION)</li> <li><input type="checkbox"/> INFORMATIVE TEXT APPLICATION</li> <li><input type="checkbox"/> DATA INTERPRETATION THROUGH DESIGN PROCESS</li> <li><input type="checkbox"/> SCIENTIFIC ANALYSES/INVESTIGATION (PHYSICAL AND LIFE)</li> <li><input type="checkbox"/> SCIENTIFIC EXPERIMENTATION (PHYSICAL AND LIFE)</li> <li><input type="checkbox"/> MATHEMATICAL REASONING AND APPLICATION</li> <li><input type="checkbox"/> INNOVATIVE PROTOTYPING</li> </ul>
<p><b>ADVISORY:</b>  <u>GRADUATION STANDARD</u>          CULTIVATE A SENSE OF IDENTITY THROUGH ACADEMIC, EMOTION AND SOCIAL EXPLORATION.</p>	<p>How DO I USE SELF DEVELOPMENT TO MASTER PERSONAL COMPETENCIES?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HEALTHY RELATIONSHIPS</li> <li><input type="checkbox"/> SOCIAL NETWORKING</li> <li><input type="checkbox"/> GOAL SETTING AND ACTION STEPS</li> <li><input type="checkbox"/> PERSONAL ACCOUNTABILITY</li> <li><input type="checkbox"/> RGUIDELECTION PROCESS/GROWTH MINDSET</li> <li><input type="checkbox"/> SELF-ADVOCACY/AGENCY</li> <li><input type="checkbox"/> PERSONAL MORAL/ VALUE SYSTEM</li> <li><input type="checkbox"/> MINDFULNESS</li> <li><input type="checkbox"/> PERSISTENCE</li> <li><input type="checkbox"/> SENIOR PORTFOLIO DEFENSE</li> </ul>

## Multi-age Groupings/Cohorts

Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at Empower Generations are multi-age environments/cohorts.

## California State Academic Standards

California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) or [www.corestandards.org](http://www.corestandards.org). California's computer-based student testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/). [EC 60119, 60604.5, 60615]

### **California Healthy Youth Act:**

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
  - a. The date of the instruction
  - b. The name of the organization or affiliation of each guest speaker

### **English Learners Identification Notice**

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

## INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their Guide(s) create an ILP to guide instruction. Each learner, along with their family and Guide, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and their Guide will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their Guide and their parent(s) to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

## INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Charter school enrollment is open to all; however, parents/guardians should carefully consider the charter's educational offerings, including independent study and other non-classroom based options, prior to enrollment. Generally, a learner with special needs may only participate in an independent study program if their individualized education plan (IEP) specifically provides for this type of program (see California Education Code section 51745). If a learner enrolls in Empower Generations and the learner's IEP does not provide for independent study or non-classroom based instruction, then Empower Generations must convene an IEP meeting to discuss the learner's needs and determine whether independent study is appropriate for the learner.

If the IEP team determines that independent study is appropriate, then they may offer the program as "free appropriate public education" (FAPE) for the learner by including it in the IEP and obtaining parental/guardian consent. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. No special education services will be rendered to learners outside of the state of California. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

The availability of related services and support will be considered when discussing the appropriateness of an independent study or non-classroom based program, as will the methods and feasibility of monitoring the learner's progress on IEP goals. If the IEP team determines that independent study is not appropriate for the learner, then the team will discuss and offer alternative program options. Empower Generations will work with the local school districts and the SELPA to offer a program and placement that is appropriate for the learner.

## SECTION 2:

# GENERAL OPERATIONS

**OFFICE HOURS** 8:00am to 4:00pm

**Front Desk Phone Number:** 661.429.3264

### **SCHEDULE**

See the Empower Generations website at <https://empowergenerations.org> for the most up to date hours, including break and lunch schedule.

### **INSTRUCTIONAL CALENDAR**

See the Empower Generations website at <https://empowergenerations.org> for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible.

### **STAFF**

See the Empower Generations website at <https://empowergenerations.org> for staff listings.

### **POLICIES**

Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org).

## SECTION 3:

# DAILY OPERATIONS

### DROP OFF AND VALET PROCEDURES

Empower Generations offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the Empower Generations campus;

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children should be accompanied through the parking lot by a parent or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

For a map and more information please visit our website at <https://empowergenerations.org>

### ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school and/or completed on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

Upon enrollment, learners will receive a school identification card. Learners are required to have their school identification card to enter campus. Learners must scan their cards when they arrive and leave campus.

Attendance records are based on a learner's work within the terms and conditions of his or her written master agreement and not on traditional "seat-time." Daily attendance tracking is required and measured by work completion and recorded for each Learning Period in an academic year. There are typically 9 Learning Periods in a school year.

### Absence

If your child is going to be absent, please email [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) on the morning of the first day of the absence. You may leave a voicemail message when the office is closed.

Empower Generations urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. Empower Generations also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic programs. The school calendar is designed to minimize

problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

## **INADEQUATE PROGRESS**

Inadequate Progress, established by this policy, occurs when the learner fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the Guide. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

### **Truancy**

Per California Education Code Section 51747, the governing board of Empower Generations Charter School maintains this board policy establishing the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Consequences for truancy may include interventions (both academic and social emotional) and/ or disciplinary action, including referral for an Evaluation (defined herein below) as deemed necessary by the school director or designee. Prior to determining the need of an evaluation the school will make every effort to contact learner's and families by phone, email, or in person meetings to determine interventions needed for success. In addition, Empower Generations will not dis-enroll pregnant or parenting learner when they leave on their maternity/paternity leave, and will mark them with an excused absence, or some designation that does not result in the learners being identified as truant, on the days that the students are on maternity/paternity leave as per guidelines of leave in California EC Sections 221.51, 222.5 and 46015.

### **Evaluation After Truancy**

After the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the learner's Master Agreement, but is not limited to the review of the following:

- 1) Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
- 2) Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
- 3) Attendance at scheduled school appointments
- 4) Appropriate learning environment
- 5) Parent/guardian(s) ability to monitor learner learning in the home

As part of the Evaluation process, the learner, parent(s), guardian(s) or if the learner is a foster child or youth or a homeless child or youth, the learner's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interests of the learner to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the learner's mandatory interim record.

### **Additional Consideration for Students with a Section 504 Plan or IEP:**

If the School recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability
- 2) Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the School's failure to implement the IEP or Section 504 Plan, as applicable

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the student's disability and the School will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education. If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy. This meeting may be combined with the Evaluation at the discretion of the School.

### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the School's intent to remove the student as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the Parent(s) and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

- 1) The School's intent to remove the learner as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as the School uses for expulsions. Parent(s) (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or learner over 18 requests a hearing:
  - a. It will be scheduled following the School's expulsion hearing procedures as outlined in the School's approved charter.
  - b. The learner shall remain enrolled and shall not be removed until the School issues a final decision.
- 4) If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parent(s) will receive a copy of the Notice.

### **Non-Truant Absences**

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction. No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to their illness, including an absence for the benefit of the pupil's mental or behavioral health.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

- (4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

## **Chronic Absenteeism**

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

## **Illness**

Any child who becomes ill while at school will be taken to the Health Office and parent(s) will be called to pick up the sick child. Please note that your child needs to be fever free for 24 hours before returning to school.

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school.

## **Concurrent Enrollment**

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

## **Extended School Year - Migrant Education**

Learners who are identified as a “migrant child” in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

## **High School Class Enrollment**

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment.

# **LEARNING PERIODS AND WORK SAMPLES**

## **High School Class Enrollment**

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment. Learners may additionally be concurrently enrolled in a junior college program with proper paperwork completed by college personnel and by the school director.

## **Description**

Learners must participate in regularly scheduled, mandatory learning period (LP) meetings approximately every instructional 20 days (near the end of each learning period). Meeting frequency is subject to California Education Code. At these meetings, the Guide will review work samples and the body of work will be presented by the learner. If an emergency arises, the family will communicate with the Guide to reschedule the missed meeting as soon as possible. During learning period meetings with the Guide, the learner will showcase, discuss and provide work assignments from each enrolled course such as projects, writings, clear photos/videos and other items that allow the learner to demonstrate learning experiences.

## **Activity Log (Attendance)**

Learners will confirm their educational activities by saving activity logs on the last day of each learning period. Guides will provide direct instructions and reminders each month to help make the process clear and simple for families.

## **Unit Log**

Learners must complete unit logs for each learning period. The unit log will contain instructional units for each course in which the learner is enrolled. Grades for the units/assignments will be included in the log. The learner

must fill out the log and submit it to the Guide prior to each learning period meeting. If necessary, Guides are available to assist in completing the logs.

## High School Samples

At each learning period meeting, the Guide will collect one sample per course listed on the master agreement. The Guide will review the samples at the learning period meeting to ensure academic progress and that the learner will fulfill the semester requirements. All work samples must:

- ☐ Include the learner's first and last name
- ☐ Show an accurate evaluation letter grade (A, B, C, D, F)
- ☐ Include the class name (i.e. English 10A, Geometry B)
- ☐ Correlate to a unit listed on the unit log for that learning period
- ☐ Reflect a unit based on the course guideline

Some examples that can be used to build portfolios include:

- ☐ Essays (creative, narrative, research, poetry, etc.)
- ☐ Writing about topics in the core content areas (such as history) that demonstrate knowledge of the content as well as the writing process
- ☐ Projects such as slideshows or videos with the slides and notes printed
- ☐ Photos of projects created that include a detailed explanation of the learning
- ☐ Lab write ups of science experiments with photos demonstrating the steps of the experiment
- ☐ Projects that involve solving math problems
- ☐ Speeches and presentations of learning

If the Guide determines additional samples are needed to demonstrate progress and learning in specific areas, the Guide may request that the learner provide additional samples or revise work that has already been submitted.

## MASTER AGREEMENTS

The state requires independent study programs to create a detailed course agreement between the learner, parent/guardian, and the Guide. This agreement is called the Master Agreement, and it must be completed and signed by the credentialed teacher, parent/guardian, and learner, and Educational Specialist (as needed) at the beginning of the year or on the learner's start date (if transferring to iLEAD after the school year has started). The Master Agreement will list all courses for the academic school year for each learner.

### Master Agreement Addendum

In specific instances, such as a course change, a master agreement addendum must be signed by the Guide, learner, and parent in order to reflect the change.

### Course Load

Learners must be enrolled in four to seven courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take about six courses each semester. Dual enrollment courses may count toward the four minimum classes but must be listed on the Master Agreement. Prior approval is necessary for more than seven courses listed on the Master Agreement.

### Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension. All course extension requests must be

submitted to the academic counselor two weeks prior to the end of the term and are only granted for emergency health or family circumstances. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

## **SCHOOL LUNCH PROGRAM**

Empower Generations offers a school lunch program. Free meals are served to all learners on campus. For more information on the program and meal charge policy, please see the Empower Generations website at <https://empowergenerations.org>

## **TRANSPORTATION**

Empower Generations does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

## **ANTELOPE VALLEY LIFE TRANSIT PROGRAM**

Empower Generations has partnered with the LIFE Program to qualify families to receive discounted bus rides with AVTA. Upon qualifying for the program, discounted passes can be purchased with your TAP cards. If you are interested in obtaining a TAP card, please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org)

## **LOTTERY GUIDELINES**

As a charter school, Empower Generations is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

## SECTION 4:

# LEARNER CONDUCT

## EXPECTATIONS FOR SCHOOL BEHAVIOR

Empower Generations strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each learner to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At Empower Generations we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our Empower Generations expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives.

Parents are encouraged to participate in the Love and Logic® courses offered at Empower Generations throughout the year.

## CONSEQUENCES

In addition to Love and Logic, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse bGuideore it becomes a larger issue. A rGuidelection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult to create consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **Meet with the Administrator:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.

- **Suspension/parental supervision** : The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal**: See *Emergency Removal* section on the next page.

## SUSPENSION/EXPULSION PROCEDURES

Rules of suspension and expulsion must follow due process mandates. They are stated below.

### Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

### Expulsion

- Only the School Director can recommend expulsion. EDN 48900
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

## **EMERGENCY REMOVAL**

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Handbook.

## **STUDENT SEARCH**

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

## **ELECTRONIC NICOTINE DELIVERY SYSTEMS (E-CIGARETTES)**

The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

## **RELEASE OF LEARNER TO PEACE OFFICER**

If an Empower Generations official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6]

## **PARENT RESPONSIBILITY**

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents are also liable for any school property loaned to the learner and willfully not returned.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC48900.1]

## Plagiarism

Empower Generations takes plagiarism seriously. In most situations, a learner just needs instruction to know how to cite documents correctly to avoid directly taking credit for another writer's work. To help learners cite documents appropriately, families are encouraged to use online programs like Citation Machine. If a Guide suspects that writing has been plagiarized, an online program will be used to determine the percentage of plagiarized material. If plagiarism is discovered, the learner will be given a zero for the assignment. Repeated offenses will result in the need for an Academic Honesty Contract and a follow up meeting to determine if independent study is an appropriate placement for the learner.

## Testing

Learners are expected to participate in all assessments required by the state of California as well as any required school-wide benchmark assessments to ensure the longevity and accountability of the program. Parents/Guardians will be notified of the testing required for each learner. Parents/Guardians are responsible for ensuring their learners attend the required testing. Tests include:

- Mathematics Placement Test (MAP Growth): For Grade 9 learners new to the school
- CAASPP (California Assessment of Student Performance and Progress): Grade 11 in the spring
- CAST Science (California Science Test): One high school grade level (as determined each year) in the spring
- Physical Fitness Test: Grade 9 during the second semester
- MAP (Measures of Academic Progress) Growth Test\*: Grades 9-12 in the fall and spring

*\*Internal benchmark testing is a program requirement to determine academic progress and the appropriate allocation of instructional funds. RGuideusal to participate will result in limited choices of instructional funds.*

# SECTION 5:

## LEARNING PERIOD EXPECTATIONS

### ASSIGNMENT WORK RECORD (AWR)

The Assignment Work Record (AWR) lists assignments and activities that must be completed by the learner during each learning period. The Advisor ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the Advisor will review the assignments and activities listed from each learning period at the meeting, and provide feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR is maintained by the Advisor and incorporates assignments that will utilize a variety of materials, resources, and activities. The Advisor will guide the discussion at learning period meetings to plan, review and assign work on the AWR in collaboration with the learner. The unique learning styles and interests of each learner are considered in the development of assignments. At monthly learning period meetings, the body of work, as listed on the AWR, is showcased by the learner. The Advisor will collect samples in each subject area as listed on the Master Agreement.

The AWR grade-level guidelines as by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

- a. **Assignments:** Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
- b. **Time Value:** The assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments rGuidelect time value for an average student to complete their work by grade-level guidelines.  
<https://www.cde.ca.gov/fg/aa/pa/instructionaltimetabl e.asp>

### LEARNING PERIOD MEETINGS

Learners and/or parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the learner’s Advisor will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide

work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the Guide will assign work for the next learning period meeting. Should an emergency arise, the parent/guardian or learner should communicate with the learner's Advisor to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from Empower Generation's independent study program.

## MONTHLY WORK SAMPLES

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR by their Advisor. This includes all completed assignments from which the Advisor will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR.
- Original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the Advisor.

If the Advisor determines additional samples are needed to demonstrate progress and learning in specific areas, the Advisor may assign additional work or ask the learner to revise what they have already submitted.

## LEARNING LOG

Learners must sign a monthly learning log confirming engagement in educational activities on school days. Learners will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
<b>LP1</b>	8/15/23 - 9/15/23	<b>LP6</b>	2/5/24 - 3/1/24
<b>LP2</b>	9/18/23 - 10/6/23	<b>LP7</b>	3/4/24 - 3/29/24
<b>LP3</b>	10/16/23 - 11/9/23	<b>LP8</b>	4/9/24 - 5/3/24
<b>LP4</b>	11/13/23 - 12/15/23	<b>LP9</b>	5/6/24 - 6/7/24
<b>LP5</b>	1/9/24 - 2/2/24		

## **SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION**

Learners will be provided opportunities for at-least one weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order for the school to be in compliance with tiered reengagement.

## SECTION 6:

# TECHNOLOGY

## ELECTRONICS

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their Guide's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

## INTERNET USAGE

Empower Generation's learners are given many choices to support and supplement instruction. Empower Generations computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The Empower Generations staff work closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents and learners should read the following "Network Use Guidelines." All parents and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

## NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, Empower Generations uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that Empower Generations remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide

standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The Guides/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. Empower Generations takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of Empower Generations.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

1. Any information which violates or infringes upon the rights of any other person.
2. Any derogatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

## **NETIQUETTE (Network Étiquette)**

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. BGuideore publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.
4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.
5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.
6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify Empower Generations.
7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

## **SUPERVISION AND MONITORING**

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

## **CYBERBULLYING**

iLEAD Schools provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and GuidGuideective prevention and intervention strategies. Parents/guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

## SECTION 7:

# HIGH SCHOOL

### GENERAL OVERVIEW

Empower Generations is a strong proponent of competency based education through passion-based learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside with school staff to determine the high school path that best aligns with each learner's academic and vocational goals.

### GRADUATION REQUIREMENTS

For project-based, internship, and collaborative learning, guides will use Common Core-aligned and Competency-based rubrics to assess learner work. Content proficiency is communicated through a combination of portfolios, Presentations of Learning, benchmark assessments, self-reflection, and state assessments. Learners will be consistently identifying new goals for themselves, and working toward those goals at a steady, self-determined pace. These assessments ensure high expectations for all learners, in accordance with CA and Common Core standards, and learner IEPs, where applicable.

Empower Generations offers several paths to fulfill graduation requirements. A collaborative meeting between the learner, family, and high school staff will direct, support and encourage the learner on their graduation path.

#### UC/CSU A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific [UC Admissions Requirements](#) during their high school experience. This track requires 230 credits to graduate. More information on the A-G requirements can be found on the [University of California website](#). A-G courses are approved by the UC system. A list of Empower Generations currently approved A-G courses may be found in [UC Doorways](#).

#### Basic Path

Learners in special circumstances may qualify for reduced graduation requirements and be placed on the basic graduation path according to the California State Graduation Requirements. This path requires 180 credits to graduate and requires administrative approval.

#### Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from Empower Generation's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselors will work with the learner who will either choose to:

- Complete a 5th year at Empower Generations in order to meet Empower Generations diploma requirements, OR
- Complete the Empower Generations Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

## Certificate of Completion

Learners with modified curriculum as indicated on their IEP may be placed on the Certificate of Completion path. This path does not result in a high school diploma as learners work towards their IEP goals, not the state graduation requirements. Learners on the Certificate of Completion path may be enrolled until the age of 22.

### Empower Generations/Innovation Studios Graduation Requirements

	Basic Graduation Requirements	UC/CSU Path need a grade of C or better	Competencies	Certificate of Completion (COC) (EC section 56390)
<b>Social Science</b>	3 years (30 credits) <input type="checkbox"/> 1 year US History <input type="checkbox"/> 1 year World History <input type="checkbox"/> 1 semester Government <input type="checkbox"/> 1 semester Economics	a. 3 years (30 credits) <input type="checkbox"/> 1 year US History <input type="checkbox"/> 1 year World History <input type="checkbox"/> 1 semester Government <input type="checkbox"/> 1 semester Economics	Understanding Ethical Issues Global Research & Analysis Civic Responsibility Through Local Policies Social History Through Interviews	Empower Generations/Innovation Studios may award a learner with a disability a COC if the following requirements, (a), (b), or © are met:  a. The learner has satisfactorily completed a prescribed alternative course of study approved by the governing board of Empower Generations/Innovation Studios  b. The learner has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team .  c. The learner has satisfactorily attended high school, participated in the
<b>English</b>	3 years (4 recommended) (30 credits)	b. 4 years (40 credits)	Persuasion (ethos, logos, pathos) Powerful Communication to Diverse Audiences Literary Author Analysis Informative Text Application Senior DGuideense Portfolio	
<b>Mathematics</b>	2 years (20 credits) * Algebra 1 or Integrated Math 1 required	c. 3 years (30 credits) * Algebra 1 or Integrated Math I * Geometry or Integrated Math II * Algebra 2 or Integrated Math III	Mathematical Engineering Geometric Reasoning Financial Literacy Data Interpretation Through Design Process Mathematical Reasoning and Application	
<b>Science</b>	2 years (20 credits) * one year of biology with lab component; and one year of physical science with lab component	d. 2 years/3 years recommended (20 credits) * one year of biology with lab component; and one year of physical science with lab component	Scientific Analysis and Investigation Scientific Experimentation Applied Digital Technologies Divergent Thinking	

<b>World Language</b>	1 year (10 credits) * <i>World Language</i> * <i>sequential course</i> <i>1A/1B</i>	e. 2 years/3 years recommended (20 credits) * <i>sequential course</i> <i>1A/1B</i>	Multiple Language Proficiency Diverse Cultural Perspectives	instruction under his or her IEP, and has met the objectives of the statement of transition services.
<b>Visual and Performing Arts</b>	1 year (10 credits) * <i>visual or performing arts</i> * <i>sequential course</i> <i>1A/1B</i>	f. 1 years (10 credits) * <i>sequential course</i> <i>1A/1B</i>	Innovative Prototyping Self Expression Through A Variety of Mediums Artistic Connections Through Cultural Context	
<b>Electives</b>	(60 credits) * Health (5 credits) * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) * Advisory (20 credits) * General Electives (15 credits)	(80 credits) g. College Approved Elective from a-f (10 credits) * Health (5 credits) * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) * Advisory (20 credits) * General Electives (25 credits)	Healthy Relationships Internship with Community Business Lead Through Influential Work Intrapersonal/Interpersonal Understanding Authentic Problem Solving Social Networking Goal Setting & Action Steps Purpose & Belonging Mindfulness RGuidelection Process/Growth Mindset Self Advocacy	
	<b>180 Credits required for graduation</b>	<b>230 Credits required</b>  <i>*11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)</i>		

## Golden State Seal

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

## Biliteracy Seal

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

## Work-Based Learning and Internships

Work-based learning allows for participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Work based learning may be through service learning, an internship, a learner-led enterprise, a CTE work placement resulting in industry certification, or simulated work-based learning through IEP transition services. Learners may have the opportunity to participate in work-based learning through career and technical education pathways, IEP services, senior advisory, etc.

## CAREER AND TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirement through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, extra curricular opportunities, and work-based learning and internship experiences through each course in the 3-year pathway.

The following Career and Technical Education pathways are available for the 2023-2024 school year:

- Entrepreneurial Development
- Hospitality, Tourism, and Recreation

Additional offerings may be available through the local community college. Contact [brian.moody@empowergenerations.org](mailto:brian.moody@empowergenerations.org) for more information.

## HIGH SCHOOL ADVISEMENT

### School Counselor

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

### College and Career Planning Tools

Empower Generations has partnered with Scoir for college and career planning.

- **YouScience Brightpath:** YouScience is an aptitude-based guidance platform that leverages data and artificial intelligence to help individuals identify their aptitudes, validate their skills, and get matched with educational and career pathways. Learners can complete industry-recognized certifications for college admissions, resumes, and CTE completion.

- **College Admissions/Planning:** School counselors and staff provide support for learners and their families assistance with college planning and application process.

## HIGH SCHOOL POLICIES AND PROCEDURES

### Transcripts

- Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.
- **Requests:** Transcript requests (unofficial and official) can be made [brian.moody@empowergenerations.org](mailto:brian.moody@empowergenerations.org)
- **College Course Credits:** Learners must request official transcripts from the college for final grade assignments when they participate in concurrent enrollment. Learners are assigned an incomplete grade until the official transcript is received from the community college.

### Course Load

Learners must be enrolled in at least four courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester.

### Add/Drop Deadlines

Using the following guidelines, learners may drop a class and/or add a replacement class:

DEADLINES		
	Fall 2023	Spring 2024
Add	5 days within workshop cycle start	5 days within workshop cycle start
Drop without a "W"	10 days within workshop cycle start	10 days within workshop cycle start
Drop with a "W"	15 days within workshop cycle start	15 days within workshop cycle start
Drop with a "WP" or "WF" ( <i>Withdrawal Pass, Withdrawal Fail</i> )	20 days within workshop cycle start	20 days within workshop cycle start

## Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

## Course Extensions

Course extensions of up to 10 days may be granted by school staff. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript.

## Math Placement

In compliance with board policy, all incoming freshmen will be assessed within the first month of instruction and learners and/or parent/guardian may request a reassessment if questions the pupil's placement results. Learners and/or parent/guardian may request reassessment in writing.

Subjective measures, such as placement recommendations, made by guides and school counselors with knowledge of the learner's talents and abilities not measured by objective data, will only be used to advance a learner to a higher mathematics class than objective data indicates.

## Academic Honesty

The school expects learners to practice Academic Honesty by doing their own work and succeeding in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the Guide and/or School Director or designee to help support growth and prevention of future plagiarism activity.

## Grading Scale

Assignments will be reviewed and evaluated by the course Guide. Report of Progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and assessments. Insufficient, weak, late or missing assignments will affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	Honors/AP GPA	Dual Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

## Grade Appeals

Grade appeals must be requested within two weeks after issuance of reports of progress. The learner (or parent/guardian if under age 18), wishing to appeal a final grade in a course must submit a written grade appeal request to their course Guide and counselor. The learner will be required to re-submit any past completed assignments where re-evaluation is requested. The course Guide will respond to the learner's questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the High School administrator or designee. The High School administrator's or designee's decision is considered final.

## Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the [CDE website](#) and have the employer complete the workplace information. Return the signed form to the School Counselor. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy.

## Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory school attendance and academic performance. To request permission, download the [DLSE-277](#) form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the School Counselor. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy.

## High Schoolers Age 18+ College Course Credits

To remain enrolled at Empower Generations, learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the family's responsibility to obtain the special admit form directly from the community college.

## High Schoolers Age 18+ Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents under IRS tax codes or for a health or safety emergency). Please reach out to [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) to request all educational rights to be transferred to the learner as an adult learner.

## **CAL Grant Program**

A Cal Grant is money for college that does not have to be paid back. To qualify, a learner must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist learners apply for financial aid, all learners in grade 12 are automatically considered a Cal Grant applicant and each grade 12 learners's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school. A learner, or the parent or guardian of a learner under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the learner. Once a learner turns 18 years of age, only the learner may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all learners and their parents or guardians by January 1 of the students' 11th grade year.

## **Federal Aid**

Under state law, school districts are to ensure that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Families will receive timely email notifications with necessary resources and support. In addition, weekly College and Career office hours will be available to families to assist them with the application process. Learner lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the learners' ability to graduate.

## **Education of Homeless Youth: Right to Apply for Financial Aid**

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) for more information on services and policies related to homeless education rights.

## **California High School Proficiency Exam**

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

## **Educational Equity: Immigration and Citizenship Status**

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

## **COLLEGE TESTING**

To learn more about college admissions testing requirements, visit [www2.calstate.edu/apply](http://www2.calstate.edu/apply), [fairtest.org](http://fairtest.org), or [admission.universityofcalifornia.edu/](http://admission.universityofcalifornia.edu/).

### **College Entrance Examination Board (CEEB) Code: 050192**

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code 050192 on hand on the day of testing.

### **PSAT**

All 10th and 11th grade learners are encouraged to take the PSAT/NMSQT exam which is offered in early October. The PSAT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT which is typically taken during spring of junior year. The junior year test is also the qualifying exam for the national merit scholarship. Visit [College Board PSAT](#) for specific testing questions and free practice exams.

### **SAT vs ACT**

Learners interested in attending a four year university are encouraged to take the Scholastic Aptitude Test (SAT) or American College Test (ACT) during their junior year or senior year before applying to colleges/universities. Both of these exams are offered in the fall and spring each year at various brick and mortar high school campuses. Registration is available through College Board (SAT) or ACT Test Center websites. While both tests generally cover the same topics, the school recommends researching which tests (or both) would be right for the learner: [SAT vs ACT: Which Test is Right for You?](#) For practice tests and more information visit [ACT Testing](#) and [College Board \(SAT\)](#).

### **College Board**

For college bound learners, it is highly recommended they create an account on [www.collegeboard.org](http://www.collegeboard.org) early in their high school career. This keeps the learner informed of important testing dates and registration deadlines for college tests (including SAT/SAT Subject Tests, AP Exams, and CLEP). Families will also find free PSAT/SAT practice exams and AP practice questions on the College Board website.

### **CLEP**

CLEP exams help learners receive college credit for content that has been mastered in a particular subject area. Not all colleges recognize CLEP exams for college credit, so it is important to check the college admissions handbook prior to pursuing this option.

Additionally, colleges may place a limit on the total amount of credit a learner can earn through CLEP, or may only grant exemptions to specific courses but not award credit toward a degree. For further information, please visit: <https://clep.collegeboard.org>

## Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact our Educational Specialist.

## TRANSCRIPTS

### PSA/Private

Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with a-g approval, these courses will be listed without the a-g designation.

### Transfer

Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.

### Requests

Transcript requests (unofficial and official) can be made on the website under *Contact*.

## College Credit Courses

College Credit Courses (dual and concurrent enrollment) enrollment is a popular option for learners on both the A-G and basic graduation path. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College classes do not count towards the learners' full time enrollment at the school, but can count as high school credit toward graduation. Learners must request official transcripts for final grade assignments when they participate in a college credit course. Learners are assigned a tentative grade until the official transcript is received from the community college.

### Registering for College Courses

Families are responsible for registering for courses on their own and paying for all course material fees and requests for transcripts. Colleges require signatures from high school officials before learners are permitted to register. The Special Admit form must be submitted directly to the school counselor. The California Department of Education limits the number of courses taken by a high school learner to 5 units over summer and 11 units during the regular fall/spring terms. Check the local community college for their specific policy. Courses taken through college credit courses are listed on permanent college transcripts.

### Credit Evaluation

All college courses will be evaluated by the School Counselor to determine high school credit. College courses worth a minimum of 3 or more units generally receive 10 credits toward graduation requirements when a C or above is earned. Foreign language courses may be equivalent to 2 years of high school foreign language credit if they are listed that way in the college's catalog. College courses taken prior to 9th grade are not eligible for high school graduation credit, but may fulfill UC/CSU admission requirements. It is the learner's responsibility to be aware of both the college and high school add/drop dates.

## Grade Evaluations

The grade earned in the course by the Guide will be the same grade issued on the high school transcript. Guides will issue an incomplete grade at the end of the semester until official college transcripts are received.

Learners must request official transcripts for final grade assignments when they participate in college credit course enrollment. Learners are assigned a tentative grade until the official transcript is received from the community college.

Upon course completion, official transcripts must be requested and sent to the high school.

- Please request e-transcripts to be sent directly to: [roselia.calderon@empowergeneration.org](mailto:roselia.calderon@empowergeneration.org)
- For paper transcripts, please have the college forward official sealed transcripts to Empower Generations address upon course completion each semester, please obtain address from the school website.  
44236 10th Street West, Ste 105  
Lancaster, CA 93534

## HIGH SCHOOL ACTIVITIES

### Service Projects

Empower Generations periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org)

### Senior Internships

Seniors participate in a semester-long Internship Project working with community members to explore workforce experiences outside of school campus. This 5 credit course is designed to provide learners with opportunities to explore job and career opportunities.

### Senior DGuideense Portfolio

During a 6-8 week workshop, Seniors prepare a dGuideense portfolio presentation to demonstrate high school graduation readiness and action steps to move on towards post-secondary goals.

### Clubs

Empower Generations offers leadership opportunities through learner led clubs. Learners choose a staff member as a Club Mentor and complete a Club Idea Form to submit to the Club Coordinator.

### Graduation

Empower Generations offers an end-of-the-year graduation ceremony for all graduates who have completed diploma and Certificate of Completion course requirements. This event celebrates each learner's hard work and achievements throughout their high school career. Friends and family members are invited to participate

## SECTION 8:

# POLICIES AND PROCEDURES

### ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

### ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org).

### BULLYING

Empower Generations is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the school director to assist you in identifying and stopping this behavior.

### ATTIRE

Learners may not wear clothing or accessories that depict or advocate for violence, criminal activity, alcohol or drug use, pornography, hate speech, or gang-related activity.

### CIVILITY ON SCHOOL GROUNDS

All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a

controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the incivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

## COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that they will try to resolve the concern with the classroom Guide. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

## DIRECTORY INFORMATION

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org)

## DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

## DRUG AND ALCOHOL/TOBACCO PREVENTION

Empower Generations functions as a drug, alcohol, and tobacco free workplace.

## EDUCATIONAL RIGHTS FOR ADULT LEARNERS

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) to request all educational rights to be transferred to the learner as an adult learner.

## ELECTRONIC LISTENING OR RECORDING DEVICE

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

## EMERGENCY AND HEALTH PROCEDURES

### Emergency Medical Authorization

Each parent is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed. If there are any updates to the Emergency Medical Authorization during the year, please contact the office.

### Learner Medication Assistance

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at Empower Generations. This form is available in the front office or on the Empower Generations website at: <https://empowergenerations.org>

### Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

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confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

## **Emergency Treatment for Anaphylaxis**

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

## **Immunizations**

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any learner whose parents have consented in writing. Beginning January 1, 2016, parents of learners in any school will no longer be allowed to submit a personal belGuides exemption to a currently required vaccine. A personal belGuides exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

## **Physical Examination**

A parent or guardian may file annually with the school director a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

## **Medical or Hospital Service**

The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

## DISEASE PREVENTION STRATEGIES

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (<https://www.ed.gov/coronavirus>):

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

## EMERGENCY PROCEDURES

### Drills

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their Guide to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call Empower Generations to provide an update and next steps.

### Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

### School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at Empower Generations. This plan is available upon request from the school office.

## FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through Guide and parent collaboration. These trips are a part of Empower Generation's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in Empower Generation's ongoing walking field trip program throughout the school year. Guides will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers\* are encouraged to accompany your child's class on a field trip, please let the Guide know in advance. We appreciate all volunteers for trips. \*See Family Expectations for information on the volunteer process.

## FERPA

The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Educational Rights for Adult Learners:** Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent without the prior written consent of an eligible student if the disclosure meets the condition. (e.g. if learners are dependents of the parents under IRS tax codes or for a health or safety emergency). Please reach out to [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) to request all educational rights to be transferred to the learner as an adult learner.

**Directory Information:** "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian declines upon registration denying access to their pupil's directory information.

**Pupil Records Obtained from Social Media:** The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

## FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) for more information of

services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

## **HARM OR DESTRUCTION OF ANIMALS**

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

## **LCFF and LCAP**

The school LCAP is available for viewing on our website and is updated annually.

## **LEARNER RECORDS**

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental consent.

Parents' request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents for a fee of per page.

Any challenge to school records must be submitted in writing to [malaka.donovan@empowergenerations.org](mailto:malaka.donovan@empowergenerations.org). A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

## MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: [brian.moody@empowergenerations.org](mailto:brian.moody@empowergenerations.org). Our school will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year via email or by brochure.

## MISCELLANEOUS POLICIES

### Harm or Destruction of Animals

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their Guide of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the Guide believes that an adequate alternative education project is possible. The Guide may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

### Surveys

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent or guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent or guardian consents in writing.

### Civility on School Grounds

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

### Child Abuse and Neglect Reporting

Empower Generations is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

## **Custody Issues and Educational Rights**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to restrict a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

## **Electronic Listening or Recording Device**

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the Guide and the school director is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

## **Gun-Free School Zone Act**

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of School Director, Malaka Donovan. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

## **Title IX**

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: School Director, Malaka Donovan.

## **NON DISCRIMINATION**

Empower Generations is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their

gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

## PARENTS' RIGHT TO KNOW: GUIDE QUALIFICATIONS

Parents may request the following regarding their child's Guide(s):

- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

## PESTICIDE USE

Empower Generations may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents or guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

## PROPERTY DAMAGE

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

## PUPIL FEES

Empower Generations is a tuition-free public school and does not have any mandated fees.

## SAFE PLACE TO LEARN ACT

Empower Generations is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at 661.429.3264.

## SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on <http://sarconline.org> and is updated annually.

## SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at Empower Generations. This plan is available upon request from the school office.

## SERVICES TO DISABLED PUPILS

If you have reason to believe your learner has a disability requiring special services or accommodations, tell or write to the school. Your learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and rGuideerral. Learners identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. Whether virtual or in-person, special education services can only be rendered to learners who are physically in the state of California. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

### Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

### Instruction for Pupils with Temporary Disabilities

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. . Please contact [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org) for further information. Charter schools are not allowed to provide Home Hospital.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital

setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

## SEXUAL HARASSMENT

Empower Generations is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their Guide, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 661.429.3264

## SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until [they](#) are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

## SURVEYS

Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

## **WILLIAMS COMPLAINT POLICY & PROCEDURES**

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no Guide vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at

<https://empowergenerations.org/wp-content/uploads/2021/10/Approved - Empower Generations Uniform Complaint P.pdf>. Parents/Guardians, learners, Guides or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

## **SECTION 9:**

# **COMMUNICATION**

## **COMMUNICATION METHODS**

### **WEBSITE**

The best way to keep updated with current events and activities at Empower Generations is via the website: <https://empowergenerations.org>

### **MONDAY MESSAGE**

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the Empower Generations website homepage <https://empowergenerations.org>.

### **SOCIAL MEDIA**

You can follow our journey on Facebook or check us out on Instagram under Empower Generations.

### **CLASS NEWSLETTERS/WEBSITE**

Most Guides/grade level teams have an informational website. Your learner's Guide will provide this website information at Meet the Village.

### **PHONE/TEXT**

You will receive periodic phone calls and/or texts through our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org).

## SECTION 10:

# FAMILIES AND EMPOWER GENERATIONS WORKING TOGETHER

## FAMILY PARTICIPATION EXPECTATIONS

Empower Generations seeks to make education a community passion. To this end, parent participation is essential to the success of the education process. Parents are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at Empower Generations

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars. If you are interested in volunteering, please contact our front office - [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org)

### *EXAMPLES OF FAMILY VOLUNTEER WORK*

- In-class support as an educator aide
- Adult workshops – parents teaching other parents
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, bGuideore school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please see the Empower Generations website at <https://empowergenerations.org> or a list of locations as well as the necessary LiveScan paperwork.

### *RECORDING VOLUNTEER HOURS*

All volunteers should record their volunteer hours into the Check In system located in the Empower Generations lobby. Hours completed off-campus can be forwarded to [roselia.calderon@empowergenerations.org](mailto:roselia.calderon@empowergenerations.org).

## VISITORS/OBSERVATION PROCEDURES

Empower Generations is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.

- All campus visitors/observers must have the consent and approval of the school director/ designee. Permission to visit/observe must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..
- Visitors DO have the right to:
  - Request and obtain approval of the school director/designee to enter a school campus.
  - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
  - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
  - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
  - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
  - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
  - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
  - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
  - Enter and leave the classroom/space as quietly as possible.
  - Do not converse with learners or staff during instructional time.
  - Do not interfere with school activities.
  - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
  - Check out with school staff before leaving the campus.

## TRADITIONS

At Empower Generations we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Fall Festival (Fall)
- Multicultural Feast (Fall)
- Annual Family Giving Celebration (Winter)
- Self-Love Fest (Winter/Spring)

- Spring School Community Event (Spring)

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the Empower Generations website. <https://empowergenerations.org>.

# SECTION 11:

## GOVERNANCE

### HISTORY

Empower Generation's Governing Board is composed of community leaders passionate about providing innovative educational opportunities within the Antelope Valley Community. Each of these Board members came to Empower Generations with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the Empower Generations website.

### SCHOOL GOVERNANCE

Empower Generations is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While Empower Generation's charter authorizing agency is the Acton-Agua Dulce Unified School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current Empower Generations Board of Directors can be found on the Empower Generations website: <https://empowergenerations.org/>

Decisions made by the Board will be on a majority basis. The Board will oversee Empower Generation's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of Empower Generations. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

## SECTION 12: NOTIFICATIONS

### TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the facilitator.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 661.429.3264

*Empower Generations is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today.*

*We thank you for joining us on this journey.*

## **FIRST AMENDED BYLAWS**

### **OF**

## **EMPOWER GENERATIONS**

### **a California Nonprofit Public Benefit Corporation**

#### **ARTICLE I**

##### **OFFICES**

Section 1. PRINCIPAL OFFICE. The board of directors shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the board of directors shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the board of directors may from time to time determine or the activities of the corporation may require.

#### **ARTICLE II**

##### **OBJECTIVES AND PURPOSES**

The specific objectives and purposes of this corporation are described in its articles of incorporation.

#### **ARTICLE III**

##### **NONPARTISAN ACTIVITIES**

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

#### **ARTICLE IV**

##### **DEDICATION OF ASSETS**

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No part of the net earnings, properties, or assets of this corporation, on dissolution or

otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation shall be distributed as set forth in its articles of incorporation.

## **ARTICLE V MEMBERSHIP**

Section 1. NO MEMBERS. The corporation shall not have any members.

Section 2. ASSOCIATES. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as “members” even though such persons are not members of the corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Corporations Code (the “Code”), including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the board of directors, but may not vote. The corporation may confer by amendment of its articles of incorporation or these bylaws some or all of the rights of a member, as set forth in the Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its articles of incorporation or bylaws, but no such person shall be a member within the meaning of Section 5056. The board of directors may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. AUTHORITY VESTED IN THE BOARD. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the board of directors. All rights that would otherwise vest under the Law in the members will vest in the board of directors.

## **ARTICLE VI DIRECTORS**

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the board of directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the board of directors shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; and fix their compensation.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate a place within the State of California for the holding of any board of directors meeting or meetings.

(f) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(g) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(h) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property.

## Section 2. NUMBER AND ELECTION OF DIRECTORS.

(a) The board of directors shall be comprised of between three (3) and five (5) members, with the exact number to be determined from time to time by the board, unless and until changed by amendment of these Bylaws. Directors shall be elected by the vote of a majority of directors then in office. All directors shall have full voting rights, including any representative appointed by the Acton-Agua Dulce Unified School District under Education Code Section 47604(c).

(b) The qualifications for directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its

charitable endeavors. The board shall strive for members to represent the general community, to have legal, financial and pedagogical experience, or other skills and expertise, to effectively govern the charter school.

(c) The Board of Trustees of the Acton-Agua Dulce Unified School District may appoint one representative to serve on the board pursuant to Education Code Section 47604(c).

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the board of directors may be interested persons (as defined in this Section 3). An “interested person” is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for three (3) years and until a successor is elected. A director may serve multiple terms. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 5. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or the secretary, or to the board of directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the board of directors may elect a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 6. REMOVAL OF DIRECTORS. A director may be removed at any time with or without cause by a majority of the directors then in office.

Section 7. VACANCIES. Vacancies on the board of directors shall be filled by the existing board of directors. Each director elected to fill a vacancy shall hold office until the expiration of the term of the replaced director and until a successor is elected.

Section 8. PLACE OF MEETINGS AND MEETINGS BY TELEPHONE. Any meeting of the board of directors may be held at any place within or outside the State of California that has been designated from time to time by resolution of the board or in the notice of the meeting. In the absence of such designation, meetings shall be held at the principal executive office of the

corporation. Any meeting, including annual, regular or special, may be held by conference telephone or similar communication equipment, so long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such telephonic meeting. Notwithstanding anything in these bylaws to the contrary, for so long as the corporation is authorized to and operates a California charter school, all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act and Education Code section 47604.1, as amended from time to time.

Section 9. ANNUAL AND REGULAR MEETINGS. The annual meeting of the board of directors shall be held each year on the date and time as may be fixed by the board of directors. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the board of directors shall be held at such time as shall from time to time be fixed by the board of directors. Notice of regular meetings shall be given in accordance with the Ralph M. Brown Act.

Section 10. SPECIAL MEETINGS. Special meetings of the board of directors for any purpose or purposes may be called at any time by the chairman of the board, the president, any vice president, the secretary, or any two directors. Notice of the time and place of special meetings shall be given in accordance with the Ralph M. Brown Act.

Section 11. QUORUM. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 13 below. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the board of directors, subject to the more stringent provisions of the Law or other applicable laws

Section 12. WAIVER OF NOTICE; CONSENT. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director.

Section 13. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, or if all Directors are absent then the clerk or Secretary, may adjourn any meeting to another time and place in compliance with Section 54955 of the Ralph M. Brown Act.

Section 14. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of actual and necessary out-of-pocket expenses incurred when conducting the corporation's business.

## **ARTICLE VII COMMITTEES**

Section 1. COMMITTEES OF DIRECTORS. The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to such committees shall be by a majority vote of the directors then in office. The board may designate alternate members of any committee, who may replace any absent member at any meeting of the committee. Any committee exercising the authority of the board must be comprised only of directors then in office. No committee may do any of the following::

- (a) undertaking any final action on any matter that, under the Law, also requires approval of the board of directors;
- (b) the filling of vacancies on the board of directors or in any committee;
- (c) the amendment or repeal of bylaws or the adoption of new bylaws;
- (d) the amendment or repeal of any resolution of the board of directors that by its express terms is not so amendable or repealable; or
- (e) the appointment of any other committees of the board of directors or the members thereof.

Section 2. MEETINGS AND ACTION. Meetings and action of standing committees of the board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 8 (place of meetings and meetings by telephone), 9 (annual and regular meetings), 10 (special meetings), 11 (quorum), 12 (waiver of notice), and 13 (adjournment), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the board of directors as well as the committee; (b) special meetings of committees may also be called by resolution of the board of directors; and (c) notice of special meetings of committees shall also be given to any alternate members, who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The board of directors may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws.

## **ARTICLE VIII OFFICERS**

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a treasurer. The corporation may also have, at the discretion of the board of directors, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in

accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or the chairman of the board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the board of directors, and each shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. OTHER OFFICERS. The board of directors may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the board of directors may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the board of directors or, except in case of an officer chosen by the board of directors, by any officer upon whom such power of removal may be conferred by the board of directors.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the board, if such an officer be elected, shall, if present, preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him or her by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the board of directors to the chairman of the board, if there be such an officer, the president shall have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the board, or if there be none, at all meetings of the board of directors. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the board of directors or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors or the bylaws and the president or the chairman of the board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws or by law to be given, and he or she shall keep, or cause to be kept, the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or by the bylaws.

Section 10. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the board of directors. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the board of directors, shall render to the president and directors, whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

## **ARTICLE IX INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES**

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms “agent”, “proceeding”, and “expenses” shall be governed by Section 5238 of the Code.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. To the fullest extent permitted by law, the corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section

5233 of the Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX and the Law. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 4. INSURANCE. The corporation shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such.

## **ARTICLE X RECORDS AND REPORTS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the board of directors and committees of the board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 4. ANNUAL REPORTS. The board of directors shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes; and
- (e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement containing any information required by Section 6322 of the Code with respect to the preceding year.

## **ARTICLE XI GENERAL MATTERS**

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be authorized by the board of directors.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the board of directors may authorize any officer or officers,

agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the board of directors or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law or to the Code shall be deemed to be those in effect from time to time.

## **ARTICLE XII AMENDMENTS**

New bylaws may be adopted or these bylaws may be amended or repealed by the board of directors.

### **CERTIFICATE OF SECRETARY**

The undersigned, being the duly elected and acting Secretary of Empower Generations, a California nonprofit public benefit corporation, does hereby certify that the foregoing First Amended Bylaws constitute the Bylaws of this corporation as duly adopted at a meeting of the Board of Directors on May 21, 2020.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this 21st of May, 2020.



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Secretary