



MEETING AGENDA - Empower Generations Board

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

Meeting

Meeting Date	Thursday, December 14, 2023
Start Time	5:00 PM
End Time	6:00 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Due date: 12/14/2023

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Due date: 12/14/2023

Documents

- Minutes-2023-11-16-v1.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

3. Public Comments

3.1. Public Comments

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

4. Closed Session

4.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 1 Matter

5. Report of Closed Session

6. Consent Items

6.1. Personnel Report

Due date: 12/14/2023

Documents

- 12.14.23_EG_PersonnelReport.pdf
-

6.2. Check Register

Due date: 12/14/2023

Documents

- EG Payment Register Summary_20231206.pdf
 - EG Payment Register_20231206.pdf
-

7. Discussion and Reports

7.1. School Director Report

Documents

- Director Board Report- December .pdf
-

7.2. Board Finance Committee Report

8. Action Items

8.1. Board Policies and Procedures

Discuss and take action on Board Policies and Procedures.

Due date: 12/14/2023

Documents

- Section 504 Policy Empower Generations _202312.docx.pdf
 - Internal Complaint Procedures Special Education Empower Generations_202312.docx.pdf
 - Foster Youth Policy Empower Generations Charter School_202312 (1).docx.pdf
 - Freedom of Expression Policy and Procedures Empower Generations_202312.docx.pdf
-

8.2. 2024-2025 School Calendar

Discuss and take action regarding the 2024-2025 School Calendar.

Documents

- DRAFT 2024-25 iCA Tr A Empower Generations IS v2311301130.pdf
-

8.3. Board Member Terms

Discuss and take action to extend Michelle and Annaliisa's terms for an additional 3 years.

8.4. Board Member Roles

Discuss and take action to alter Board Member Roles of Board Chair, Secretary, and Treasurer as the Board sees fit.

8.5. Annual Revised Comprehensive Safety Plan

Discuss and take action regarding the revised Comprehensive Safety Plan.

8.6. 2023-2024 1st Interim Budget

Discuss and take action regarding the 2023-2024 1st Interim Budget.

8.7. Meraki Mind License Agreement

Discuss and take action regarding the Meraki Mind License Agreement.

Documents

- Empower Generations and Malaka Donovan -- MerakiMind Agreement (4887-4407-8214.v1) (2).pdf
-

8.8. School Accountability Report Card

Discuss and take action regarding 2022 - 2023 School Accountability Report Card outlining the required school information for public review.

Documents

- 22-23 EG SARC.pdf
-

9. Board Comments

9.1. Board Comments

10. Closing Items

10.1. Next Meeting Date

February 8, 2024

10.2. Adjournment

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

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

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



MEETING MINUTES - Empower Generations Board

Meeting

Date	Thursday, November 16, 2023
Started	5:11 PM
Ended	5:52 PM
Location	Address: 44236 10th Street West, Suite 105, Lancaster, CA 93534
Purpose	Regular Scheduled Meeting
Chaired by	Michelle Fluke
Recorder	Roselia Calderon

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 5:11 p.m.

Status: Completed

1.2. Roll Call

All Board Members were present.

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited.

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed, Michelle Fluke Abstained given that she was absent for the meeting in October.

Due date:

Status: Completed

Documents

- Minutes-2023-09-14-v1.pdf
 - Minutes-2023-10-04-v1.pdf
-

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.

Malaka Donovan made comments to the Board regarding technology, Maraki Mind, and personal stipend.

Status: Completed

3. Consent Items

3.1. Personnel Report

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Due date:

Status: Completed

Documents

- 10.19.23_EG_PersonnelReport.pdf
 - 11.14.23_EG_PersonnelReport.pdf
-

3.2. Check Register

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Due date:

Status: Completed

Documents

- EG Payment Register_20231011.pdf
 - EG Payment Register Summary_20231011.pdf
 - EG Payment Register_20231108.pdf
 - EG Payment Register Summary_20231108.pdf
-

4. Discussion and Reports

4.1. Board Finance Committee Report

Board Finance Committee Report was Tabled but keep in the Agenda and set up after new year again.

Status: Completed

5. Action Items

5.1. 2022-2023 Unaudited Actuals

Discuss and take action regarding the 2022-2023 unaudited actuals.

Kelly O'Brien, iCA Support Provider, presented the 2022-2023 Unaudited Actuals.

Due date:

Status: Completed

Documents

- 2022.23 Unaudit Actuals Empower Generations (1).pdf
-

5.2. AMIM Grant

Discuss and take action regarding the Arts, Music, and Instructional Materials (AMIM) Discretionary Grant.

Farnaz Kaufman, iCA Support Provider, presented he AMIM Grant.

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Due date:

Status: Completed

Documents

- EG AMIM Discretionary Grant Plan.pdf
-

5.3. Meraki Mind License Agreement

Discuss and take action regarding the Meraki Mind License Agreement.

Kim Lytle, iCA Support Provider presented the Meraki Mind License Agreement, discussion took place and item was tabled.

Due date:

Status: Completed

Documents

- Empower Generations and Malaka Donovan -- MerakiMind Agreement (4887-4407-8214.v1).pdf
-

5.4. Board Member

Adding Additional Board Member

Kim Lytle, iCA Support Provider presented Board Member Positions. Board Members voted Tapau Osborne into the Board.

Motion: Annaliisa

Seconded: Shannon

Unanimously Passed

Status: Completed

6. Closed Session

6.1. Public Employee Performance Evaluation

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

Status: Completed

7. Report of Closed Session

Nothing to report from Closed Session.

Status: Completed

8. Board Comments

8.1. Board Comments

Tapau was grateful to be part of Empower Generations and to have been able to spend the day at Empower.

Status: Completed

9. Closing Items

9.1. Next Meeting Date

December 14, 2023 at 5:00 p.m.

All but Annaliisa will be there for next meeting. Quorum was established

Status: Completed

9.2. Adjournment

Meeting was adjourned at 5:52 p.m.

Status: Completed

EMPLOYMENT – NEW HIRES

N/A

RESIGNATIONS/TERMINATIONS

N/A

STATUS CHANGE

N/A

Company Name: Empower Generations
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	557.49
3402	Health & Welfare Benefits - Classified positions	386.61
4325	Custodial Supplies	204.41
4340	Office Supplies	17.00
5520	Utilities - Gas	379.07
5610	Rent - Facilities Rent and CAM Charges	13,022.09
5804	Professional Services - Auditing & Tax Preparation	5,467.50
5805	Professional Services - Payroll Fees	666.28
5827	Operating Expenditures - Other Benefit Fees	10.20
5854	Student Services Expenditures - Electives & Enrichment	300.00
5910	Telephone & Fax	139.38
5920	Internet Services	2,709.81
5940	Postage Expense	39.73
9310	Prepaid Expenditures (Expenses)	661.39
9311	Payroll - Manual Checks	8.32
Grand Total		\$ 24,569.28

Company name: Empower Generations
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023
Created on: 12/7/23
Location: 115--Empower Generations

Date	Vendor	Amount
11/16/23	JIVE000--Jive Communications, Inc.	139.38
11/16/23	PURE000--Pure Oasis Water	12.00
11/16/23	OSTU000--O Studios Dance and Music	300.00
11/17/23	CIGN000--Cigna Healthcare	603.41
11/20/23	PURE000--Pure Oasis Water	5.00
11/20/23	ILEA300--iLEAD California	23.79
11/20/23	ILEA300--iLEAD California	15.94
11/20/23	ILEA300--iLEAD California	339.05
11/20/23	ILEA300--iLEAD California	1,284.98
11/21/23	LEGA003--Legal Shield	15.95
11/21/23	MCCA000--McCalla Company	204.41
11/21/23	WEXH000--WEX Health Inc.	10.20
11/21/23	SUNL000--Sun Life Assurance Company of Canada	144.36
11/21/23	FIDE000--Fidelity Security Life Insurance Company	69.77
11/21/23	FIDE000--Fidelity Security Life Insurance Company	110.61
11/21/23	CHRI006--Christy White, Inc,	2,733.75
11/28/23	THEA008--The Abbey Company	13,022.09
11/28/23	GRAV001--Gravie, Inc	661.39
12/5/23	GAS115C--SoCalGas 3237	379.07
12/6/23	CHRI006--Christy White, Inc,	2,733.75
12/6/23	ILEA300--iLEAD California	49.23
12/6/23	ILEA300--iLEAD California	49.23
12/6/23	ILEA300--iLEAD California	1,284.98
12/6/23	ILEA300--iLEAD California	327.23
12/6/23	ILEA300--iLEAD California	41.39
12/6/23	Jonathan Zamudio	8.32
		\$24,569.28



Director's Report – Sajae Davison

Dec 14, 2023

Curriculum and Instruction

- Coming to the close of Semester 1. I conducted LP #3 Meetings with learners/parent/guardian for students with 2 or more LP absence letters for a plan for work completion.
- We will begin a new curriculum and schedule for Semester 2 after we return from Winter Break. The new curriculum, Edmentum, will cover all content areas and our CTE courses.

Events and Activities

- We had our Giving Celebration on Thursday, December 7th in partnership with El Nido. The event included arts and crafts, photos with Santa, food and holiday gifts/wrapping. There were a number of families represented from EG and potential new students to begin in January.

Facilitator Support

- We have cleaned and organized areas of the school to allow for more accessibility for learners and babies who are on campus.
- Guides will be working on completing surveys and finals with learners so we can enter grades into the reports of progress to share with families.

Enrollment

- 85 currently enrolled
 - 4 learners- WIOA



Section 504 Policy

Board Approved:

The Governing Board of Empower Generations recognizes the need to identify and evaluate learners with disabilities, and desires to ensure that all learners, including learners with disabilities, have a free appropriate public education (FAPE). This means that learners with disabilities will receive the same education as learners without a disability.

The School Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a learner, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the learner to examine relevant records, an impartial hearing with the opportunity for participation by the learner's parent/guardian and representation by counsel, and a review procedure.

The School Director or designee shall ensure that identified learners with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled learners are met.

If the learner is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the learner. Upon reviewing the nature of the disability and how it impacts the learner's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the learner with a FAPE. The learner shall be educated with non-disabled learners to the maximum extent appropriate.

The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the learner is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. The parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.



INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION

Board Approved:

It is the policy of the Empower Generations (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or learners over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a facilitator, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a learner with exceptional needs to obtain services or accommodations for that learner.

If the parent/guardian/learner has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/learner may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/learner may make a formal complaint to the School’s section 504 designee, director@empowergenerations.org.

Filing a Complaint:

If the parent/guardian/learner/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/learner/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is

made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.



Foster Youth Policy

Board Approved:

The Governing Board of iLEAD Empower Generations Charter School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster learners will be given access to the education and other services that such learners need to ensure that they have an opportunity to meet the same challenging State learner academic achievement standards to which all learners are held. Foster learners will not be stigmatized or segregated in a separate school or program based on the learner’s status as foster youth.

I. Definitions

- ☐ Foster child/learner/youth means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- ☐ The Charter School is the school of origin when the learner attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

II. Foster Child Liaison

The School’s foster child liaison is the CEO or designee, contact director@empowergenerations.org. The School’s foster child liaison is required to do all of the following:

- ☐ Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- ☐ Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that learners living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster learners are required to follow the school's process for admitting learners, including filling out and submitting the school's admissions packet on time. As with all learners, admission depends upon availability. In the event of an oversubscription in a grade, foster learners will participate in the lottery as with any other learner.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in iLEAD Empower Generations Charter School as the school of origin, the foster child has the right to remain in iLEAD Empower Generations Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in iLEAD Empower Generations Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend iLEAD Empower Generations Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

IV. Former Foster Children

If the jurisdiction of the court is terminated while a foster child is in high school, iLEAD Empower Generations Charter School shall allow the former foster child to continue his or her education in iLEAD Empower Generations Charter School as the school of origin through graduation.

V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the learner did not complete the entire course and shall issue that learner full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the learner has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the learner did not complete the entire course, the Charter School shall not require the learner to retake the portion of the course the learner completed unless the Charter School, in consultation with the holder of educational rights for the learner, finds that the learner is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the learner may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the learner, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

A foster learner shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster learner who transfers between schools any time after the completion of the learner's second year of high school and is in the learner's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the learner is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If the School determines that the foster learner is reasonably able to complete the School's graduation requirements within the learner's fifth year of high school, the School shall do all of the following: 1) Consult with the learner and the learner's educational rights holder of the learner's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the learner and the learner's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the learner's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the learner about transfer opportunities available through the California Community Colleges; 4) Permit the learner to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the learner, if the learner is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the learner; 5) Consult with a learner in foster care regarding the learner's option to remain in the learner's school of origin.

To determine whether a foster learner is in the third or fourth year of high school, the number of credits the learner has earned to the date of transfer, the length of the learner's school admission, or, for learners with significant gaps in school attendance, the learner's age as compared to the average age in the third or fourth year of high school, may be used, whichever will qualify the learner for the exemption.

Within 30 calendar days of the date that a foster learner may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the learner, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the learner qualifies for an exemption. If the School fails to provide timely notice, the learner shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the learner is no longer in foster care, if the learner otherwise qualifies for the exemption.

A foster learner that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the learner's fourth year of high school and that learner would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the learner graduate before the end of the learner's fourth year of high school.

If a foster learner is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall, in addition to providing the notification identified above, consult with the learner and the learner's education rights holder regarding the following:

- ☐ Discussion regarding how any of the requirements that are waived may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution;
- ☐ Discussion and information about other options available to the learner, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ Consideration of the learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

If a foster learner who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the learner is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster learner is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the learner within 30 days of the exemption request if an exemption is requested by the learner or learner's educational rights holder and the learner qualifies for the exemption. EC 51225.1(h) If a foster learner was eligible for an exemption and was not properly notified of the availability of the exemption or declined the exemption, the Charter School shall exempt the learner within 30 days of the date of the exemption request, if an exemption is requested by the learner or learner's educational rights holder and the learner at one time qualified for the exemption, even if the learner is no longer considered a "foster learner."

If a foster learner is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster learner is exempted from local graduation requirements, the exemption shall continue to apply after the learner is no longer a foster learner while the learner is admitted in the School or if a foster learner who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster learner to transfer schools in order to qualify the learner for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

If the Charter School determines that a foster learner who transfers between schools any time after the completion of the learner's second year of high school is not reasonably able to complete the Charter School's graduation requirements within the learner's fifth year of high school, the Charter School shall exempt that learner from the Charter School's graduation requirements and provide the learner the option to remain in the school for a fifth year to complete the statewide coursework requirements. The Charter School shall consult with the learner and the learner's educational rights holder regarding all of the following:

- ☐ The learner's option to remain in school for a fifth year to complete the statewide standards;
- ☐ How waiving the Charter School's requirements and remaining school for a fifth year may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education;
- ☐ Whether any other options are available to the learner, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ The learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a learner is not eligible for an exemption in the year in which the learner transfers between schools because the Charter School makes a finding that the learner is reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall nonetheless reevaluate eligibility and provide written notice to the learner and learner's educational rights holder and the learner's social worker or probation officer, if applicable, whether the learner qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the learner at the time of reevaluation to determine if the learner continues to be reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status as the time the reevaluation conducted that the learner is not reasonably able to complete the Charter School's graduation requirements in time to graduate

from high school by the end of the learner's fourth year of high school, the Charter School shall provide the learner with the option to receive an exemption from all coursework and other requirements that are in addition to the statewide coursework requirements or to stay in school for a fifth year to complete the Charter School's graduation requirements upon agreement with the learner, or the learner's educational rights holder and provide notification of availability of these options.

The decision whether to accept an exemption from the Charter School's graduation requirements is in the sole discretion of the learner (if over 18) or the learner's educational rights holder based on the learner's best educational interests.

VI. Transportation

If the foster learner requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

VII. Records

A foster family agency with jurisdiction over a currently admitted or former learner, a short-term residential treatment program staff responsible for the education or case management of a learner, and a caregiver who has direct responsibility for the care of the learner, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for learners and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster learner.

A foster family agency, short-term residential treatment program, or caregiver may review and receive learner records pursuant to subdivision (a) for purposes of monitoring the learner's educational progress, updating and maintaining the learner's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the learner has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the learner in school, assisting the learner with homework, class assignments, and college and scholarship applications, and admitting the learner in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.



FREEDOM OF EXPRESSION POLICY AND PROCEDURES

Board Approved:

Learners attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects learners' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Learners will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES

Circulation of Petitions and Other Printed Matter

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;

2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the School which are generally frequented by learners.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Learner editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of learner publications within the School to supervise the production of the learner staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to learner expression.

Other Forms of Learner Expression

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A learner shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other learners, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Learner Rights

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The learner and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the learner may follow the School’s complaint procedures as outlined in the Learner/Parent Handbook.

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*



Semester start & end dates

Holidays/Vacation Breaks

Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

Empower Generations
Track A - Independent Study

August

13 - First Day of School

September

2 - Labor Day

26 - Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

4 - Individualized Learning Plans

October

7 - 11 - Mid-Fall Break, Staff Professional Development

31 - Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

23 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 - Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools &
Learning Studios close early



Learning Period End Dates

LP	LP Dates	Days
1	8/13/24 - 9/13/24	23
2	9/16/24 - 10/18/24	20
3	10/21/24 - 11/15/24	18
4	11/18/24 - 12/20/24	20
5	1/14/25 - 2/7/25	18
6	2/10/25 - 3/7/25	19
7	3/10/25 - 3/28/25	14
8	4/8/25 - 5/2/25	19
9	5/5/25 - 6/6/25	24

MERAKIMIND LICENSE AGREEMENT

This MerakiMind License Agreement (the "***MerakiMind Agreement***") is effective as of November 16, 2023 (the "***Effective Date***") and is by and between Empower Generations, a California non-profit public benefit corporation as described in Section 501(c)(3) of the IRS Code operating a California public charter school ("***Empower Generations***"), and Malaka Donovan, an individual and resident of the State of California ("***Donovan***").

RECITALS

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

WHEREAS, among those intellectual properties assigned to Empower Generations as its sole property via the IP Governance Agreement were the website, trade secrets, trademarks, copyrighted material, social media accounts, and all related intellectual property referred to or constituting, in whole or in part, the MerakiMind application and/or website, which is a competency-based educational platform embedded into the MerakiMind.org website, which helps track and monitor student progress (the "***MerakiMind Property***");

WHEREAS, Donovan has recently resigned from her employment with Empower Generations but wishes to retain the right to access, use, and continue developing the MerakiMind Property in her personal capacity;

WHEREAS, Empower Generations wishes to retain its rights of ownership of the MerakiMind Property while also granting to Donovan a license to access and use the MerakiMind Property in a limited basis, and to permit Donovan to create derivative works from the MerakiMind Property in its current form, for her personal use, and Donovan desires to obtain from Empower Generations the same, pursuant to the terms and conditions of this MerakiMind Agreement.

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

1. License.

To the extent that Empower Generations owns or controls such rights, Empower Generations hereby grants Donovan a non-exclusive, royalty-free, worldwide license to access and use certain aspects of the MerakiMind Property in the manner described below and for the time period described below:

- a. From the effective date of this MerakiMind Agreement until 11:59 p.m. on December 31, 2023, Donovan shall have the right to access and copy the MerakiMind program, code, data, website design and features (including artwork and photographs), and related features of the MerakiMind Property for purposes of creating a separate product to be developed and used by Donovan in her personal capacity, which derivative product or service shall be named and referred to using separate trade/service names, marks, and URLs wholly distinct in name and likeness to those of the MerakiMind Property;
- b. Donovan shall not have any special access to or usage rights to the MerakiMind Property

after the date referred to in subparagraph (a), above, except as separately requested and granted by Empower Generations in its sole and reasonable discretion;

- c. This license does not extend to or grant Donovan any interest or rights with regard to student information or records, personally identifiable information of any minor or employee of Empower Generations, any information defined or marked as confidential pursuant to any agreement Donovan may be subject to, or any of Empower Generations' academic, business, or personnel records that may be incidentally included within the MerakiMind Property and/or website.

2. Trade Secrets; Confidentiality

To the extent any of the MerakiMind Property licensed to Donovan, or otherwise known to Donovan, consists of trade secrets or information that Donovan should reasonably suspect to be confidential in nature, Donovan agrees not to reveal, distribute, or otherwise disclose the trade secrets or confidential information to any third party and shall take all reasonable precautions necessary to safeguard such information and keep it confidential and secret.

3. Further Development

Empower Generations may continue to improve, refine, expand, and otherwise develop the MerakiMind Property after the date specified in Section 1(a) above. Donovan will have no rights, license, or interest in any improvements, refinements, expansions, or derivative works based on the MerakiMind Property which may be later developed or made by Empower Generations, its employees, agents, or assigns after the date specified above.

Donovan may continue to improve, refine, expand, and otherwise develop the version of the MerakiMind Property copied pursuant to Section 1(a) above, which shall be copied, made, and used for Donovan's personal use. Empower Generations will have no rights, license, or interest in any improvements, refinements, expansions, or derivative works based on the MerakiMind Property copied by Donovan pursuant to Section 1(a) above, which may be later developed by Donovan, her employees, agents, or assigns after the date specified above.

4. Waiver of Moral Rights

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

5. Empower Generations' Retention of Rights

Empower Generations retains all rights in the MerakiMind Property not expressly granted in this Agreement. Donovan shall not use the trademarks, service marks, URL, or other product/services names or descriptions in any products or services based on the copied MerakiMind Property or otherwise constituting a derivative work of the MerakiMind Property. All materials permitted to be copied by Donovan under this MerakiMind Agreement may not be displayed or published to any third party—excepting Donovan's employees or agents—until the copied materials have been rebranded to omit any reference or substantial likeness to the MerakiMind Property trademarks, service marks, or URL.

6. Termination

Empower Generations may terminate the license granted herein effective upon five (5) days' notice to Donovan, should Donovan be notified of and fail to cure within that five (5) day period, any of the following:

- (a) Any instance of public use or other infringement of any MerakiMind trademarks, service marks, or copyrighted material whether such use is not licensed to Donovan as set forth herein or used outside of the license to Donovan set forth herein;
- (b) Any attempt to access, corrupt, copy, erase, or otherwise damage or reduce the usefulness or marketability of the MerakiMind Property by Donovan or any employee, agent, or assignee.

7. Limitation of Liability

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

8. General

- a. **Governing Law.** This MerakiMind Agreement will be governed by and construed under the laws of the State of California without regard to the conflict of laws principles thereof.
- b. **Entire Agreement.** This MerakiMind Agreement and IP Governance Agreement constitute the entire agreement among the parties with respect to its subject matter, and supersede all other prior representations, understandings, and agreements, whether written or oral, with respect to such subject matter. Any modification or amendment of this MerakiMind Agreement will be effective only if in a written agreement signed by all parties.
- c. **Severability.** In the event any provision of this MerakiMind Agreement is determined to be invalid or unenforceable by ruling of an arbitrator or court of competent jurisdiction, the remainder of this MerakiMind Agreement (and each of the remaining terms and conditions contained herein) will remain in full force and effect.
- d. **Construction.** This MerakiMind Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this MerakiMind Agreement will be deemed to be the product of all of the parties hereto, and no ambiguity will be construed in favor of or against any one of the parties hereto.
- e. **Bankruptcy.** All rights and licenses granted by one party to any other party under this MerakiMind Agreement are and will be deemed to be rights and licenses to "intellectual property" as such term is used in and interpreted under, Section 365(n) of the United States Bankruptcy Code.
- f. **Notices.** Any notice given under this MerakiMind Agreement will be given in writing and in the English language. All notices given under this MerakiMind Agreement can be made: (i) to the email address set forth below, which will be deemed to have been given on the date of transmission; (ii) by overnight courier, which will have been deemed to be given one business day after they are sent; or (iii) registered or certified mail, which will have been deemed to be given three business days after they are sent.

Notice to Empower Generations.
Attention: Sajae Davison
44236 10th Street West, Ste. 105
Lancaster, CA 93534

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

- g. **Assignment.** Except as set forth in this MerakiMind Agreement, this MerakiMind Agreement may not be assigned in whole or in part by any party without the prior written consent of all other parties, except that each party may assign its rights or delegate its obligations without consent to an entity that acquires by merger, reorganization, acquisition, sale, or otherwise all or substantially all of the business or assets of that party to which this MerakiMind Agreement pertains, whether by merger, reorganization, acquisition, sale, or otherwise. Any assignment or transfer in violation of this Section 8(g) will be void. Subject to the foregoing, this MerakiMind Agreement will be binding upon, and inure to the benefit of the parties and their respective successors and permitted assigns.
- h. **Specific Performance.** Each party understands and agrees that monetary damages would not adequately compensate each other party for the breach of this MerakiMind Agreement by a party, that this MerakiMind Agreement will be specifically enforceable, and that any breach or threatened breach of this MerakiMind Agreement will be the proper subject of a temporary or permanent injunction or restraining order without the request to prove damages or post bond. Further, each party hereto waives any claim or defense that there is an adequate remedy at law for such breach or threatened breach.
- i. **Construction.** The section headings used in this MerakiMind Agreement are intended to be for reference purposes only and will not enter into the interpretation or construction of this MerakiMind Agreement or be construed to modify or restrict any of the terms or provisions of this MerakiMind Agreement. Unless the context otherwise requires, words importing the singular include the plural and vice-versa, and words importing gender include both genders. This MerakiMind Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. As used in this MerakiMind Agreement, the terms “include” and “including” are non-exhaustive and will be deemed to mean “include without limitation” and “including without limitation.”
- j. **Execution; Counterparts.** This MerakiMind Agreement may be signed in multiple counterparts, all of which taken together will constitute one single agreement between the parties hereto. Electronic signatures will be binding for all purposes.

[Signature page follows]

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

Empower Generations:

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

Malaka Donovan:

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

Empower Generations
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 44236 10th St. W. Ste. 105
Lancaster, CA , 93534-4134

Principal: Mrs. Sajae Davison

Phone: (818) 675-7500

Grade Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Mrs. Sajae Davison

Principal, Empower Generations

About Our School



Empower Generations is a tuition-free public charter school that supports pregnant/parenting teens and at-risk youth to meet their individual goals through a whole person, whole family approach. The mission of Empower Generations is to collaborate with learners in health and wellness, lifelong learning, college and career readiness, and community partnership.

Empower Generations approaches learning through project-based learning, social-emotional learning, and individualized learning.

Empower Generations' Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker. 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.

! I'm honored to be serving you as school director, and I'm looking forward to a great year of learning and growth with you.

-Mrs. Sajae Davison, School Director

Contact

Empower Generations
44236 10th St. W. Ste. 105
Lancaster, CA 93534-4134

Phone: (818) 675-7500

Email: director@empowergenerations.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Empower Generations
Street	44236 10th St. W. Ste. 105
City, State, Zip	Lancaster, CA , 93534-4134
Phone Number	(818) 675-7500
Principal	Mrs. Sajae Davison
Email Address	director@empowergenerations.org
Website	www.empowergenerations.org
County-District-School (CDS) Code	19753090134619

Last updated: 12/5/23

School Description and Mission Statement (School Year 2023–24)

Empower Generations is a free public charter that supports pregnant and parenting teens and at-risk youth to meet their individual goals through a whole-person, whole-family approach. Empower Generations provides learners with a safe and non-judgmental environment to explore and gain confidence. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements, including internship, online courses, college courses, independent study, and one-on-one support. Learners realize their potential as confident parents, engaged learners, and active community members while working toward a high school diploma and gaining invaluable real-life experience.

The **mission** of Empower Generations is to collaborate with learners in health and wellness, lifelong learning, college and career readiness, and community partnership. Learners become self-directed leaders, problem-solvers, creators, collaborators, innovators, and active community members. We accomplish this through a rigorous, relevant, and attainable education program that blends independent study, community experience, and one-on-

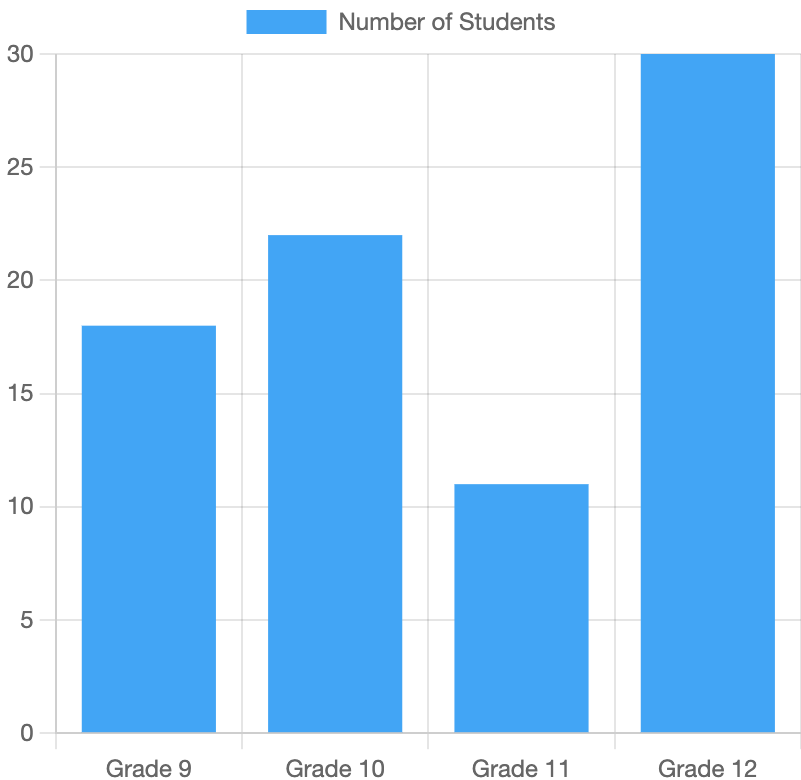
one support based on the Common Core Standards. We celebrate and foster learners' individuality and support them in discovering their highest potential in the environment that best suits their needs.

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

Last updated: 12/5/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	18
Grade 10	22
Grade 11	11
Grade 12	30
Total Enrollment	81



Last updated: 12/5/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	51.90%	English Learners	6.20%
Male	46.90%	Foster Youth	4.90%
Non-Binary	1.20%	Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	38.30%
Filipino	0.00%
Hispanic or Latino	42.00%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	7.40%
White	11.10%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	76.50%
Students with Disabilities	32.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.40	40.07%	237.10	43.70%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	16.69%	9.20	1.70%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	6.18%	18.60	3.44%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	37.06%	268.90	49.57%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	8.50	1.58%	18854.30	6.86%
Total Teaching Positions	5.90	100.00%	542.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/5/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.60	66.25%	271.40	43.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.00	0.80%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	7.00%	19.70	3.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	26.50%	318.60	50.92%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.90	1.74%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	625.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/5/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.20

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.20	1.00
Total Out-of-Field Teachers	2.20	1.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	35.70%	65.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Sufficient textbooks or other instructional materials		0
Mathematics	Sufficient textbooks or other instructional materials		0
Science	Sufficient textbooks or other instructional materials		0
History-Social Science	Sufficient textbooks or other instructional materials		0
Foreign Language	Sufficient textbooks or other instructional materials		0
Health	Sufficient textbooks or other instructional materials		0
Visual and Performing Arts	Sufficient textbooks or other instructional materials		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 12/8/23

School Facility Conditions and Planned Improvements

Empower Generations ensures that its facilities are clean, safe, and functional. A brand new campus was opened in December 2023. To assist in this effort, Empower Generations uses a facility survey instrument developed by the State of California OPSC. The results of this survey can be accessed at each studio office or by emailing info@empowergenerations.org. Using the Facility Inspection Tool (FIT), the school's overall condition was rated as good in December 2023. The school systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural systems, and playground were rated as good.

Last updated: 12/8/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
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Last updated: 12/8/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	17%		40%		47%	
Mathematics (grades 3-8 and 11)	0%		21%		33%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/1/01

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	6.90%		17.23%		29.47%	

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/8/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 12/8/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	79%	90%		79%	90%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/8/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Empower Generations values the authentic engagement of its families including strategic planning and the overall vision of the virtual school community.

Parents/guardians are regularly informed about upcoming events, opportunities for engagement, special committees, parent meetings, volunteering, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families, as well as through Parent Square, a digital newsletter for families. Facilitators also communicate with

their families on a regular basis through various forms of communication (emails, phone calls, etc.).

Families have the opportunity to be elected to the School Site Council, join iSUPPORT, provide feedback on the annual LCAP, and attend public board meetings.

Each semester, learners and families meet with their Advisors to create an Individual Learning Plan (ILP). This learning plan serves as a goal-setting sheet for the upcoming semester. During presentations of learning and learner-led conferences, learners present their projects and learning to families and/or the school community. Each family also receives login information to the learning management system. Families also receive a survey each semester to provide invaluable feedback on the program.

Through community partnerships, the school also hosts workshops for families relating to health, parenting, social-emotional well-being, and college and career readiness.

For more information on how to be involved, please email info@empowergenerations.org.

State Priority: Pupil Engagement

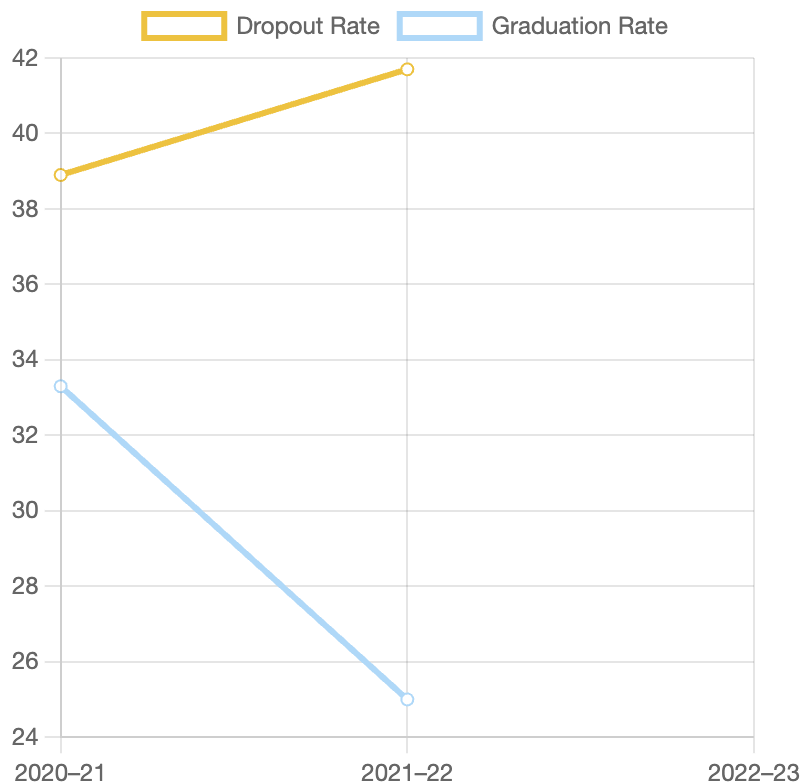
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	38.9%	41.7%		27.6%	26.9%		9.4%	7.8%	
Graduation Rate	33.3%	25%		26%	37.9%		83.6%	87%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.01%	0.37%	0.00%	0.20%	3.17%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	0.07%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/1/01

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated:

School Safety Plan (School Year 2023–24)

It is the vision of Empower Generations to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so learning is the central focus. A Comprehensive School Safety Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgeably in the case of an incident or emergency. The plan identifies the roles of staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. The safety plan includes general policies and procedures for handling safety and specific emergency situations including earthquakes, fire, and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with the assurance that Empower Generations has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. The Comprehensive School Safety Plan:

1. Protects the safety and welfare of learners and staff.
2. Provides for a safe and coordinated response to emergency situations.
3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.
4. Provides for coordination between the school and local emergency services when necessary.

Additionally, the school actively maintains and monitors its COVID-19 protocols for 9-12 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. Empower Generations updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all Empower Generations employees and contains general prevention best practices, as well as Empower Generations policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for 9-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website, empowergenerations.org.

Lastly, the school's digital safety is equally important. The Learner/Family Guidebook outlines the school's technology policies. The school works to keep current with digital safety best practices and provides frequent education to learners, families, and staff in this area.

The School Site Council met in the fall of 2023 to review and discuss the CSSP and make recommendations for improvements. The Comprehensive School Safety Plan was last reviewed and updated in October 2023 and is stored on campus. The school's governing board also reviews the CSSP and approves it annually in the fall.

Last updated: 12/8/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	12	0	1
Mathematics	4.00	18	0	1
Science	7.00	11	0	1
Social Science	7.00	10	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	3	2	0
Mathematics	13.00	3	2	0
Science	16.00	3	2	0
Social Science	12.00	5	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated:

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13675.00	\$969.00	\$12706.00	\$63045.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$77993.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/8/23

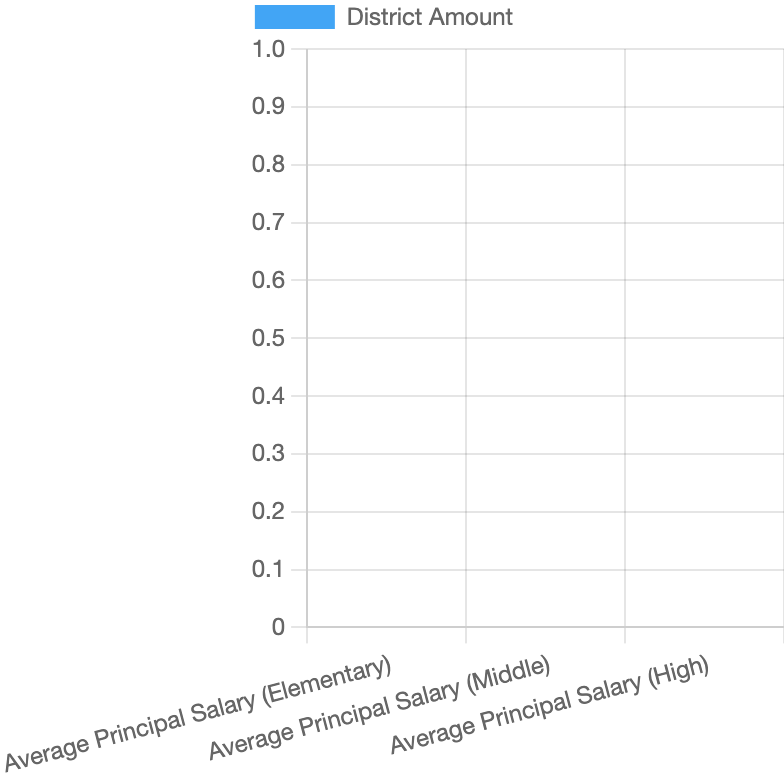
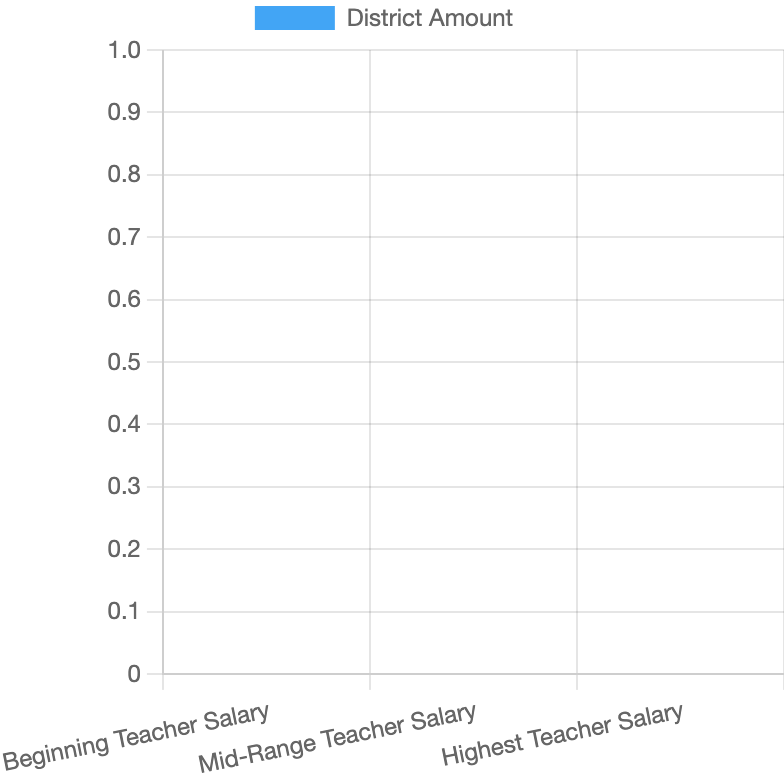
Types of Services Funded (Fiscal Year 2022–23)

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$0.00	\$47615.88
Mid-Range Teacher Salary	\$0.00	\$75580.34
Highest Teacher Salary	\$0.00	\$100485.05
Average Principal Salary (Elementary)	\$0.00	\$114066.92
Average Principal Salary (Middle)	\$0.00	\$123621.77
Average Principal Salary (High)	\$0.00	\$125385.54
Superintendent Salary	\$0.00	\$157977.15
Percent of Budget for Teacher Salaries	24.14%	27.82%
Percent of Budget for Administrative Salaries	6.35%	5.78%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/8/23

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

* Where there are student course enrollments of at least one student.

Last updated:

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Last updated: 12/8/23