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, June 27, 2024
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.

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minute.

Due date: 6/27/2024

Documents

- Minutes-2024-06-20-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.

3. Consent Items

3.1. Personnel Report

Documents

- 6.27.24__EG_PersonnelReport (1).pdf

3.2. Check Registers

Documents

- EG Payment Register_20240612.pdf
- EG Payment Register Summary_20240612.pdf

4. Discussion and Reports

4.1. Local Indicator Report

Discuss the 2023-2024 Local Indicators.

Documents

- 2024 Empower Generations Priority Self-Reflection Tools Rubric ✓ .pdf
- 2024 Empower Generations Disaggregated School Climate Survey.pdf

5. Action Items

5.1. 2024 - 2025 Board Meeting Dates

Discuss and take action regarding the 2024 - 2025 Board Meeting Dates.

Documents

- EG_2024-2025_BoardMeetingDates.pdf

5.2. Local Control & Accountability Plan

Discuss and take action on the 2024 - 2025 LCAP.

Documents

- 24_25 Empower Generations LCAP FINAL.pdf

5.3. 2023-2024 Estimated Actuals & 2024-2025 Budget

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

Documents

- EG 223.24 Estimated Actuals, 24.25 Preliminary Budget (1).pdf
- 2024-25 EG Preliminary Budget Alternative Form and MYP.xlsx - Alternative Form (1).pdf
- 2024-25 EG Preliminary Budget Alternative Form and MYP.xlsx - MYP (1).pdf

5.4. School Director Employment Agreement

Discuss and take action regarding the School Director employment agreement.

5.5. School Plan for Student Achievement

Discuss and take action regarding 2024-2025 School Plan for Student Achievement.

Documents

- Empower Generations SPSA 24_25.pdf
- Empower Generations SPSA 24-25 board presentation.pdf

5.6. Prop 28 Annual Plan

Discuss and take action regarding the Prop 28 plan.

Documents

- EG - Prop 28 annual plan and fiscal update 23_24.pdf

5.7. Declaration of Need

Discuss and take action regarding the Declaration of Need for Emergency CLAD Permits for staff to teach English Language Learners while working to obtain their CLAD.

Documents

- 24_25 EG - DON .pdf

5.8. 2024-2025 Family Guidebook

Discuss and take action on the revised 2024-2025 Family Guidebooks.

Documents

- Empower Generations 2024-2025 Family Guidebook .pdf

6. Board Comments

6.1. Board Comments

7. Closing Items

7.1. Next Meeting Date

September 12, 2024, at 5:00 p.m.

7.2. 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, June 20, 2024
Started	5:10 PM
Ended	5:55 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

The meeting was called to order at 5:10 p.m.

Status: Completed

1.2. Roll Call

Michelle, Annaliisa, and Tapau present

Shannon Campbell arrived at 5:36.

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.

Motioned: Annaliissa

Seconded: Tapau

Unanimously Approved

Shannon Campbell Absent

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motioned: Annaliisa

Seconded: Michelle

Unanimously Approved

Shannon Campbell Absent, Tapau Osborne Abstained due to her Absence at the June Meeting.

Due date:

Status: Completed

Documents

- Minutes-2024-05-09-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.

No Public Comments were made.

Status: Completed

3. Consent Items

3.1. Revised Employee Guidebook

Motioned: Annaliissa

Seconded: Tapau

Unanimously Approved

Shannon Campbell Absent

Status: Completed

Documents

- 2024 Employee Guidebook EG 20240701 Update for Board Approval.pdf

3.2. 2022 Tax Return

Motioned: Annaliissa

Seconded: Tapau

Unanimously Approved

Shannon Campbell Absent

Status: Completed

Documents

- EG 2022 Tax Returns - DRAFT 05-11-2024.pdf

4. Discussion Items

4.1. iCA Annual Report

iCA will present a summary of support for the 2023-2024 school year.

Amanda Fischer, iCA Support Provider, presented the iCA Annual Report via a video.

Status: Completed

5. Closed Session

5.1. Public Employee Performance Evaluation

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

Clossed Session took place. Shannon Campbell joined the meeting during closed sessio

Status: Completed

6. Report of Closed Session

Nothing to report from Closed Session

Status: Completed

7. Action Items

7.1. 2024 - 2025 Board Meeting Dates

Discuss and take action regarding the 2024 - 2025 Board Meeting Dates.

Kim Lytle, iCA support provider, presented the 2024-2025 Board Meeting Dates.

Motioned: Annaliissa

Seconded: Shannon

Unanimously Approved

Status: Completed

Documents

- EG_2024-2025_BoardMeetingDates.pdf

7.2. Revised Special Education Shared Resource Agreement

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

Amanda Fischer, iCA Support Provider, presented Revised Special Education Shared Resource Agreement.

Motioned: Annaliissa

Seconded: Shannon

Unanimously Approved

Status: Completed

Documents

- Revised - SPED RESOURCE SHARING (Draft 5.24).pdf

7.3. Revised Vacation Policy

Discuss and take action on revised Vacation Policy.

Rick Crunelle, iCA Support provider ,presented the Revised Vacation Policy and answered questions from the Board.

Motioned: Annaliissa

Seconded: Shannon

Unanimously Approved

Status: Completed

Documents

- EG Draft 24-25 Vacation Policy.pdf

7.4. 2024-2025 Holiday Policy

Discuss and take action regarding the 2024-2025 Holiday Policy.

Rick Crunelle, iCA Support provider, presented the 2024-2025 Holiday Policy.

Motioned: Annaliissa

Seconded: Shannon

Unanimously Approved

Status: Completed

Documents

- EG Draft 24-25 Holiday Policy.pdf

7.5. Revised Food Service MOU

Discuss and take action on the revised Food Service MOU.

Cassandra Coleman, iCA Support provider, presented the Revised Food Service MOU.

Motioned: Annaliissa

Seconded: Shannon

Unanimously Approved

Status: Completed

Documents

- MOU for Self Operation 24-25.pdf

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8. LCAP Hearing

8.1. LCAP Hearing

This is the opportunity for the Public to review the summary of the 2024-2025 LCAP and make comments to the Board accordingly.

Allison Bravo, iCA Support provider, presented the LCAP Hearing.

Status: Completed

Documents

- Empower 24_25 LCAP DRAFT.pdf

9. Board Comments

9.1. Board Comments

Annaliisa said she was glad to she was able to attend graduation and was glad she was there to celebrate. Michelle congratulated all and said was sorry she missed it.

Status: Completed

10. Closing Items

10.1. Next Meeting Date

June 27 @ 5:00

Next Meeting will be on June 27 at 5:00 p.m.

Status: Completed

10.2. Adjournment

Meeting was adjourned at 5:55 p.m.

Status: Completed

EMPLOYMENT – NEW HIRES

NA

RESIGNATIONS/TERMINATIONS

Padilla, Danielle	Care team Instructional Support and Substitute	06.14.24.

STATUS CHANGE

NA

Company name: Empower Generations
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 05/02/24-06/12/24
Created on: 6/14/24
Location: 115--Empower Generations

Date	Vendor	Amount
5/2/24	MINU000--Minuteman Press	910.80
5/2/24	LOSA001--Los Angeles County Office of Education (LACOE)	9,995.72
5/6/24	JIVE000--GoTo Technologies USA, LLC	139.23
5/6/24	ALES001--Alesia P. Dowden	560.00
5/6/24	ILEA300--iLEAD California	5,086.00
5/6/24	EDI115B--Southern California Edison 9022.	479.12
5/6/24	ILEA300--iLEAD California	1,162.00
5/6/24	GAS115C--SoCalGas 3237	124.19
5/6/24	TMOB001--T-Mobile 8994	92.40
5/6/24	AXES000--Axes Fire Protection Inc.	285.00
5/6/24	HOLY000--Johnnie Irving	1,400.00
5/7/24	STAP001--Staples Advantage	130.32
5/8/24	CIGN000--Cigna Healthcare	349.63
5/8/24	LEGA003--Legal Shield	44.85
5/8/24	KAIS000--Kaiser Foundation Health Plan	8,578.91
5/10/24	LAWO000--Law Offices of Young, Minney & Corr, LLP	307.50
5/10/24	PURE000--Pure Oasis Water	39.00
5/10/24	ILEA300--iLEAD California	23.70
5/17/24	HOLY000--Johnnie Irving	700.00
5/17/24	CHRI006--Christy White, Inc,	6,682.50
5/17/24	WEXH000--WEX Health Inc.	5.73
5/22/24	HOLY000--Johnnie Irving	700.00
5/22/24	VENB000--Venbrook Insurance Services	483.12
5/23/24	PURE000--Pure Oasis Water	-5.00
5/29/24	BAY115B--Bay Alarm Company 1072	388.11
5/29/24	HART001--The Hartford	519.56
5/29/24	CIGN001--Cigna Healthcare	53.44
5/29/24	PURE000--Pure Oasis Water	32.00
5/31/24	FIDE000--Fidelity Security Life Insurance Company	67.24
5/31/24	LOSA001--Los Angeles County Office of Education (LACOE)	10,318.62
6/6/24	ILEA300--iLEAD California	15.30
6/11/24	BETT002--Better Cloud, Inc	580.56
6/11/24	FIDE000--Fidelity Security Life Insurance Company	67.24
6/11/24	LAWO000--Law Offices of Young, Minney & Corr, LLP	65.00
6/11/24	JIVE000--GoTo Technologies USA, LLC	139.23
6/11/24	TMOB001--T-Mobile 8994	93.34

Date	Vendor	Amount
6/11/24	EDI115B--Southern California Edison 9022.	619.66
6/11/24	ILEA300--iLEAD California	23.70
6/11/24	HIGH001--High Tech High Graduate School of Education	10,000.00
6/11/24	LEGA003--Legal Shield	15.95
6/11/24	KAIS000--Kaiser Foundation Health Plan	7,889.31
6/11/24	THEA008--The Abbey Company	7,060.15
6/11/24	AMAZ100--Amazon Capital Services (iCA)	392.59
6/12/24	AMAZ100--Amazon Capital Services (iCA)	34.47
6/12/24	ILEA000--iLEAD Lancaster Charter Schools	1,624.26
		$ 78,274.45

Company Name: Empower Generations
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 05/02/24-06/12/24

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	11,301.37
3402	Health & Welfare Benefits - Classified positions	5,765.20
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	34.47
4340	Office Supplies	196.32
5240	Professional Development - Meetings & Collaborations	10,000.00
5410	Liability Insurance	5,086.00
5510	Utilities - Electricity	1,098.78
5520	Utilities - Gas	124.19
5560	Operations - Security	388.11
5610	Rent - Facilities Rent and CAM Charges	7,060.15
5630	Repairs & Maintenance - Facilities	285.00
5804	Professional Services - Auditing & Tax Preparation	6,682.50
5808	Professional Services - Legal Fees	372.50
5809	Professional Services - Shared/Leased Employees	1,624.26
5827	Operating Expenditures - Other Benefit Fees	5.73
5829	Operating Expenditures - Events	952.59
5830	Operating Expenditures - Marketing & Advertising	958.20
5850	Student Services Expenditures - Student Information System	15.30
5853	Student Services Expenditures - Student & Group Activities	2,800.00
5910	Telephone & Fax	278.46
5920	Internet Services	1,347.74
5925	Website/Communication Fees	96.76
9310	Prepaid Expenditures (Expenses)	966.92
9520	Payroll Liabilities	519.56
9535	Retirement Liability	20,314.34
	Grand Total	**$78,274.45**

Empower Generations

School Climate Survey
Student Group Breakdown
Spring 2024

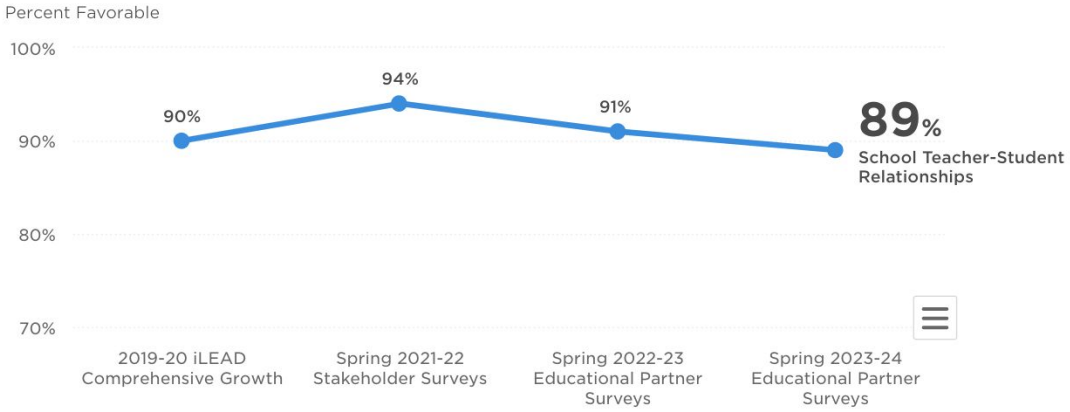
School Teacher-Student Relationships

School Teacher-Student Relationships

Based on **48** responses

How strong the social connection is between teachers and students within and beyond the school.

How have results changed over time?



Change Over Time

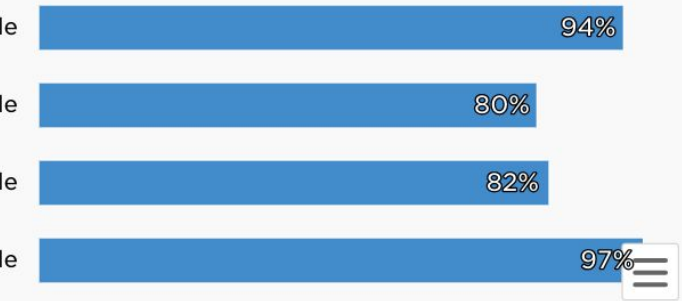
School Teacher-Student Relationships

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group



Category	empower
9th Grade	94
10th Grade	80
11th Grade	82
12th Grade	97

Total of **48** responses

% Favorable Responses by Student Grade

School Teacher-Student Relationships

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
Black or African American	86
Hispanic or Latino	88
White	100
Confidentiality protected: Mexican American, American Indian or Alaska Native, and Dominican	79

Total of **48** responses

% Favorable Responses by Student Race

School Teacher-Student Relationships

How did different groups respond?

Group by

- What is your grade level?
- **Student (s1) EL Acquisition Status**
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
English or American Sign Language Only	87
Confidentiality protected: Reclassified Fluent English Proficient and English Learner	100

Total of **48** responses

% Favorable Responses by Student EL Acquisition Status

School Teacher-Student Relationships

How did different groups respond?

Group by	Results by group
What is your grade level?	P 95%
Student (s1) EL Acquisition Status	Confidentiality protected: 0,... 80%
Student (s1) Free/Reduced Lunch Eligibility	
Student Gender	
Student Grade Level	
Student Race	

Category	empower
P	95
Confidentiality protected: 0, F, and R	80

Total of **48** responses

% Favorable Responses by Student Free/ Reduced Lunch

School Teacher-Student Relationships

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- **Student Gender**
- Student Grade Level
- Student Race

Results by group

Category	empower
f	81
m	94

Total of **48** responses

% Favorable Responses by Gender

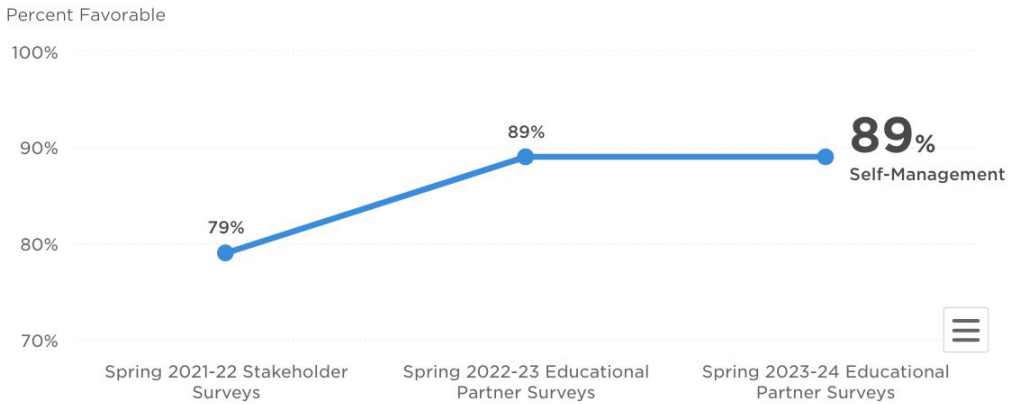
Self-Management

Self-Management

Based on **48** responses

How well students manage their emotions, thoughts, and behaviors in different situations.

How have results changed over time?



Change Over Time

Self-Management

How did different groups respond?

Group by

- **What is your grade level?**
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
9th Grade	88
10th Grade	78
11th Grade	89
12th Grade	100

Total of **48** responses

% Favorable Responses by Student Grade

Self-Management

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- **Student Race**

Results by group

Category	empower
Black or African American	91
Hispanic or Latino	100
White	86
Confidentiality protected: Mexican American, American Indian or Alaska Native, and Dominican	83

Total of **48** responses

% Favorable Responses by Student Race

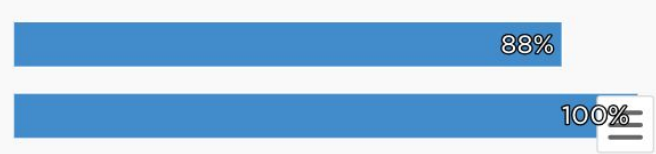
Self-Management

How did different groups respond?

Group by

- What is your grade level?
- **Student (s1) EL Acquisition Status**
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group



Category	empower
English or American Sign Language Only	88
Confidentiality protected: Reclassified Fluent English Proficient and English Learner	100

Total of **48** responses

% Favorable Responses by Student EL Acquisition Status

Self-Management

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- **Student (s1) Free/Reduced Lunch Eligibility**
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
P	100
Confidentiality protected: 0, F, and R	75

Total of **48** responses

% Favorable Responses by Student Free/ Reduced Lunch

Self-Management

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- **Student Gender**
- Student Grade Level
- Student Race

Results by group

Category	empower
f	88
m	91

Total of **48** responses

% Favorable Responses by Gender

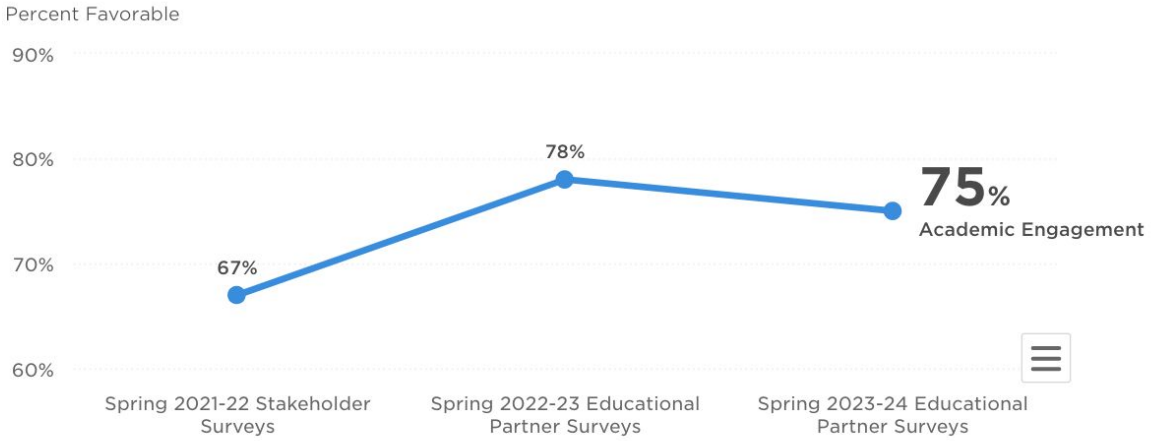
Academic Engagement

Academic Engagement

Based on **48** responses

This learner is excited to learn new things. They are not afraid to try and learn new things. They can learn by themselves.

How have results changed over time?



Change Over Time

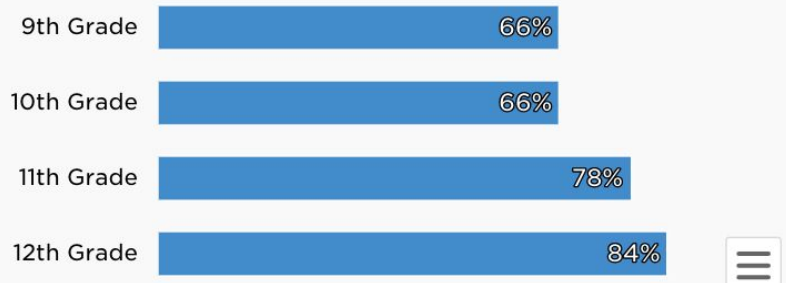
Academic Engagement

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group



Category	empower
9th Grade	66
10th Grade	66
11th Grade	78
12th Grade	84

Total of **48** responses

% Favorable Responses by Student Grade

Academic Engagement

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
Black or African American	74
Hispanic or Latino	68
White	74
Confidentiality protected: Mexican American, American Indian or Alaska Native, and Dominican	85

Total of **48** responses

% Favorable Responses by Student Race

Academic Engagement

How did different groups respond?

Group by

- What is your grade level?
- **Student (s1) EL Acquisition Status**
- Student (s1) Free/Reduced Lunch Eligibility
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
English or American Sign Language Only	73
Confidentiality protected: Reclassified Fluent English Proficient and English Learner	86

Total of **48** responses

% Favorable Responses by Student EL Acquisition Status

Academic Engagement

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- **Student (s1) Free/Reduced Lunch Eligibility**
- Student Gender
- Student Grade Level
- Student Race

Results by group

Category	empower
P	70
Confidentiality protected: 0, F, and R	71

Total of **48** responses

% Favorable Responses by Student Free/ Reduced Lunch

Academic Engagement

How did different groups respond?

Group by

- What is your grade level?
- Student (s1) EL Acquisition Status
- Student (s1) Free/Reduced Lunch Eligibility
- **Student Gender**
- Student Grade Level
- Student Race

Results by group

Category	empower
f	68
m	80

Total of **48** responses

% Favorable Responses by Gender

LEA: Empower Generations
2023-2024

Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (2023-2024 School Year)	
Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	1
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0%

Priority 2A - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA			X		
ELD				X	
Math			X		
Next Generation Science Standards			X		
History-Social Science			X		

Priority 2B - Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA			X		
ELD				X	
Math			X		
Next Generation Science Standards			X		
History-Social Science			X		

Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher planning, etc.)

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
ELA				X	
ELD				X	
Math				X	
Next Generation Science Standards				X	
History-Social Science				X	

Priority 2D - Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Career Technical Education			X		
Health Education				X	
Physical Education				X	
Visual and Performing Arts				X	
World Language				X	
Priority 2E - Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Identifying the professional learning needs of groups of teachers or staff as in a whole					X
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	
Priority 3: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).					
Section 1: Building Relationships between School Staff and Families					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
Rate the LEA's progress in creating welcoming environments for all families in the community.				X	

Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			X		

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Empower Generations is dedicated to the meaningful engagement of its educational partners. We continually gather feedback from families, learners, community members, board members, and our own staff and leadership. This input is used throughout the year to assess program effectiveness and address both state and school priorities.

Throughout the 2023-24 school year, we organized various events that facilitated connections between school staff and families, allowing for discussions about the school program. Informal feedback was collected from families during monthly learning period meetings and schoolwide events. Additionally, monthly EL collaborations with EL coordinators across iLEAD California provided a platform to share ideas from facilitator and family feedback on improving the English Learner Program. The School Site Council also met twice to discuss the school's Title programming and intervention programs. This year, we established a new community partnership to offer students art therapy, fostering positive self-expression, promoting positive behavior, and enhancing academic performance. We also maintained partnerships with local agencies to support pregnant and parenting teens, provide counseling and social services, and engage in other community-based initiatives.

Twice a year, learners and staff complete the iLEAD Comprehensive Growth Card. This tool measures learner growth in the Schoolwide Learner Outcomes and tracks progress toward academic and social-emotional goals, providing essential data on the relationships built. Additionally, staff and leadership held monthly meetings to discuss the program, review learner progress, and gather and reflect on suggestions for improvements. In the spring of 2023, surveys were sent to parents, families, staff, and learners to solicit feedback on various aspects of the program, specifically addressing elements of the LCAP. Staff received equity training plans to continue offering restorative practices training to engage learners and families in the school environment.

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

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

This year, learners and families were introduced to a new learning platform that helped Empower Generations' leadership and staff identify areas for growth in the upcoming year. Staff will enhance culturally relevant teaching methods to identify and address barriers for students and families. They will also receive training on trauma-informed practices to foster a positive school climate where students feel safe and confident. Additionally, internal benchmarks have highlighted the need for extra academic support in core content areas. Students will receive this assistance through interventions, individualized weekly check-ins, and workshop assistance.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Empower Generations' leadership and staff are committed to upholding the implementation of MTSS to deliver academic, behavioral, social-emotional, and attendance assistance for every student. Through MTSS, comprehensive support will be provided to address the diverse needs of all students, with interventions tailored at three distinct levels of support. Data-informed decision-making will guide the enhancement of interventions and strategies. Empower Generations will actively seek to enhance community collaborations to effectively address the unique needs of each family.

Section 2: Building Partnerships for Student Outcomes					
	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			X		
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Empower Generations reviewed educational partner feedback and local data to assess their present achievements and advancement in Building Partnerships for Student Outcomes. Currently, we collaborate with numerous community partners to offer learners social services, mental health support, develop wellness plans, and monitor academic growth. These partnerships encompass EL Nido Family Centers, Goodwill, Antelope Valley Partners in Health, The Regional Center, Department of Rehabilitation, Department of Social Services, Care Net, and Antelope Valley College. Furthermore, we maintain our engagement with LCAP committees, welcoming input from all community members, families, learners, and staff.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In the realm of Building Partnerships for Student Outcomes, several key areas for improvement emerge, particularly in enhancing College and Career Readiness, A-G completion, and Career Technical Education (CTE). First, efforts can be intensified to foster partnerships with local colleges, vocational institutions, and businesses to provide students with robust college and career readiness programs, internships, and mentorship opportunities. Secondly, there is a need for targeted collaboration with educators, counselors, and community organizations to support students in meeting the rigorous requirements of A-G coursework, ensuring they are well-prepared for higher education. Lastly, a focus on expanding partnerships with industry leaders and trade organizations can enhance our CTE programs, equipping students with the skills and certifications needed for success in today's workforce. By prioritizing these areas, Empower Generations can further strengthen its commitment to preparing students for post-secondary education and career pathways.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

When building relationships between school staff and families, the needs of all learners were considered by looking at the school needs assessment, panorama survey results, NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met. The action steps include professional development for staff including MTSS, trauma informed care, culturally relevant teacher, and SEL. Empower Generations will also continue to increase community partnerships to provide needed services to learners and families.

	1	2	3	4	5
Content Area	Exploration and Research Phase	Beginning Development	Initial Implementation	Full implementation	Full implementation and Sustainability
Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

Narrative #1: Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Empower Generations demonstrates commendable strides and notable strengths in its approach to soliciting input for decision-making, evidencing a commitment to inclusivity and collaboration. Our site strongly believes in parent engagement so that we may support the whole child in both academic and social-emotional development. We currently complete Individual Learning Plans (ILPs) in the first semester with our learners where they set goals based on their strengths and challenges. ILPs are continually monitored throughout the year to modify goals according to areas of need. In the Spring semester, we conduct Learner-Led Conferences (LLCs) as an opportunity for learners to share successes and challenges during the school year and progress towards their ILP goals. Families actively participate in both processes. Furthermore, we maintain regular communication through weekly Monday messages and Parent Square, host various community events to engage families, disseminate workshop emails, and utilize social media for connectivity. A biannual School Site Council convenes to develop and endorse the Single Plan for Student Achievement. Educational Partners are afforded the opportunity to review and provide public input on the annual LCAP. An annual survey is distributed to families, staff, and learners, serving as a pivotal component in strategic planning, SPSA, and LCAP formulation.

Narrative #2: Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Incorporating feedback from all stakeholders, there is an imperative need to enhance and broaden the provision of support and opportunities for parents/families and learners, aiding in their comprehension of academic and social/emotional success strategies. In the upcoming year, the counselor will work on grade level transition plans to support college and career readiness. Staff will also provide this feedback to families. This endeavor aims to bolster learners' and families' connection to a secure, nurturing, and consistent learning atmosphere, while also fostering increased involvement in both community and school endeavors. In the 2024-2005 school year, families will also use the parent platform to have immediate feedback on their learners academic progress.

Another aspect requiring enhancement involves fortifying participation and attendance in iSUPPORT meetings, alongside sustained efforts to collaborate with essential community partners to offer comprehensive wrap-around services and in-person events.

Narrative #3: Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

When devising strategies to enhance the involvement of underrepresented families, the school conducted a comprehensive review of various sources of information. This included analyzing NWEA MAP benchmark results, Social and Emotional Learning (SEL) data, feedback from counselors, and attendance records. The school utilizes ELLevation to monitor the progress of English Learners and formulate personalized plans for their success. Furthermore, input was gathered from counselors, guides, liaisons, families, students, support staff, community partners, board members, and EL collaborators. Insights gleaned from family meetings, discussions at school events, and surveys were also taken into account. This inclusive approach ensured that feedback on curriculum, safety, school culture, and diversity, equity, and inclusion (DEI) was thoroughly considered in crafting a comprehensive plan tailored to meet the needs of all students.

Priority 6: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12)

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Empower Generations recognizes the significance of nurturing both academic and social-emotional aptitudes for achievement in school, career, and life. To gauge learners' perceptions of their academic and social-emotional development, their rapport with Educational Facilitators and Guides, and their proficiency in leadership and self-management, we leverage the Panorama Education survey platform to craft and disseminate an assessment tool. In Spring 2024, 48 learners took the Empower Generations Learner Survey which was a 6% participation increase.

In order to best review the data from this survey the following presentation was put together to summarize the data:

2024 Empower Generations Disaggregated School Climate Survey

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Academic Engagement questions focused on learner perceptions about their level of academic engagement at the school. For example, are they excited to learn new things? Are they self-directed learners? 58% of learners were excited to come to school daily, which is a 3% increase from the previous school year. Up 4% was the learners' feeling that the school created friendly and welcoming learning opportunities.

School Facilitator-Learner Relationships questions focus on student perceptions of how strong the social connection is between iLEAD educators and learners within and beyond the school. 91% of learners feel that their Guide is excited to help them meet their learning goals, and 86% feel connected to at least one adult (academic coach, facilitator, counselor, tutor, etc.) at Empower Generations.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

An examination of the survey data indicates that our students maintain robust connections with their teachers, experience a sense of belonging within our school community, and perceive our institution as fostering secure and nurturing environments conducive to both academic and social-emotional development. Identified areas for improvement will be addressed through ongoing and newly implemented initiatives outlined in our Local Control Accountability Plan (LCAP), with a particular focus on enhancing School Climate, School Safety, and School Engagement.

Priority 7: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs
Narrative #1: Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
In grades 9th-12th, the LEA uses the following measures/tools, for all learners, to ensure access to a broad course of study: Yearly Advisory Course, Individualized Learning plans (ILPs) which are revised at least once per semester, Presentations of Learning (POLs), presented by each learner throughout the school year and Showcases of Learning at the end of each year.
Narrative #2: Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.
All learners have access, and are enrolled in, a broad course of study as defined by EC sections 51210 and 51220(a)-(i), as all courses offered intentionally follow those codes. All learners identified as unduplicated pupils, as well as individuals with exceptional needs are served via push in services in their classrooms. No learners are removed for services. The use of Individualized Learning plans (ILPs) encourages learners to continually set goals for achievement. Presentations of Learning (POLs) completed at the end of each year, are comprised of cross-curricular materials and projects. Learners present on knowledge gained during the year, as well as discussing plans for academic courses for the following year.
Narrative #3: Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
There are no barriers that would prevent the LEA from providing access to a broad course of study for all students.
Narrative #4: In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
While there are no new actions needed to ensure access to a broad course of study for all learners, there will be continued support to ensure all learners complete courses successfully.

Empower Generations

2024 - 2025
Regular Scheduled Board Meetings

Board Approved:

All meetings will be held at Empower Generations School at 5:00 unless otherwise publicly noticed.

Special Board Meetings may be scheduled as needed with 24-hour public notice.

September 12, 2024

October 10, 2024

November 7, 2024

December 12, 2024

February 13, 2025

March 6, 2025

April 17, 2025

May 15, 2025

June 18, 2025 - Wednesday

June 25, 2025 - Wednesday

Empower Generations

2024-2025 Local Control Accountability Plan

School at a Glance

Learner Outcomes

Lifelong Learner | **Empathetic Citizen** | **Authentic Individual** | **Design Thinker**

Grades 9-12
84 Learners
11 Staff

43% Students with Disabilities
4% English Learners
9% Foster Youth
83% Socioeconomically Disadvantaged

41% African American
1% American Indian
42% Hispanic/Latino
10% White
7% Two or More Races

Highlights

Greatest Progress

8% increase in graduation rate

13% decrease in high school dropout rate

100% of families feel that the staff creates a culture and community that helps children learn

20% increase in the number of English Learners reclassified

Greatest Needs

Increase the % of learners who meet or exceed on ELA, Math, and Science state testing

Increase enrollment and attendance through field studies, on-campus workshops, social-emotional learning, family engagement, trauma-informed practice

Continue to support graduation rates, college/career readiness and celebrating learner achievement

LCAP

Local Control Accountability Plan
[state plan for funding aligned with metrics and priorities]

GOALS

AWAKEN

1. **Awaken** the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.

BUILD

2. Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.

CHAMPION

3. Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.

Maintenance Actions

1.1 Maintain Safe, Clean, Welcoming School Facilities
1.2 Fund High-Quality Staff
1.3 Fund High-Quality Staff Who Bridge Learning Gaps
1.4 Inclusively Collaborate with Educational Partners
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
2.3 Deliver Effective ELD Programming
2.5 Foster a Staff Culture of Excellence through Lifelong Learning
3.1 Commit to Proactive and Restorative Discipline Practices
3.2 Implement Multi-Tiered Systems of SEL Support
3.3 Provide Access to High-Quality Counseling
3.4 Increase Counseling and Services for High-Needs Learners

Improvement Actions

1.6 Promote College and Career Readiness through Individualized Learning
1.7 Build Social Capital and Recognize and Celebrate Learner Achievement
2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity
3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About

Bridging Gaps for Unduplicated Learners:

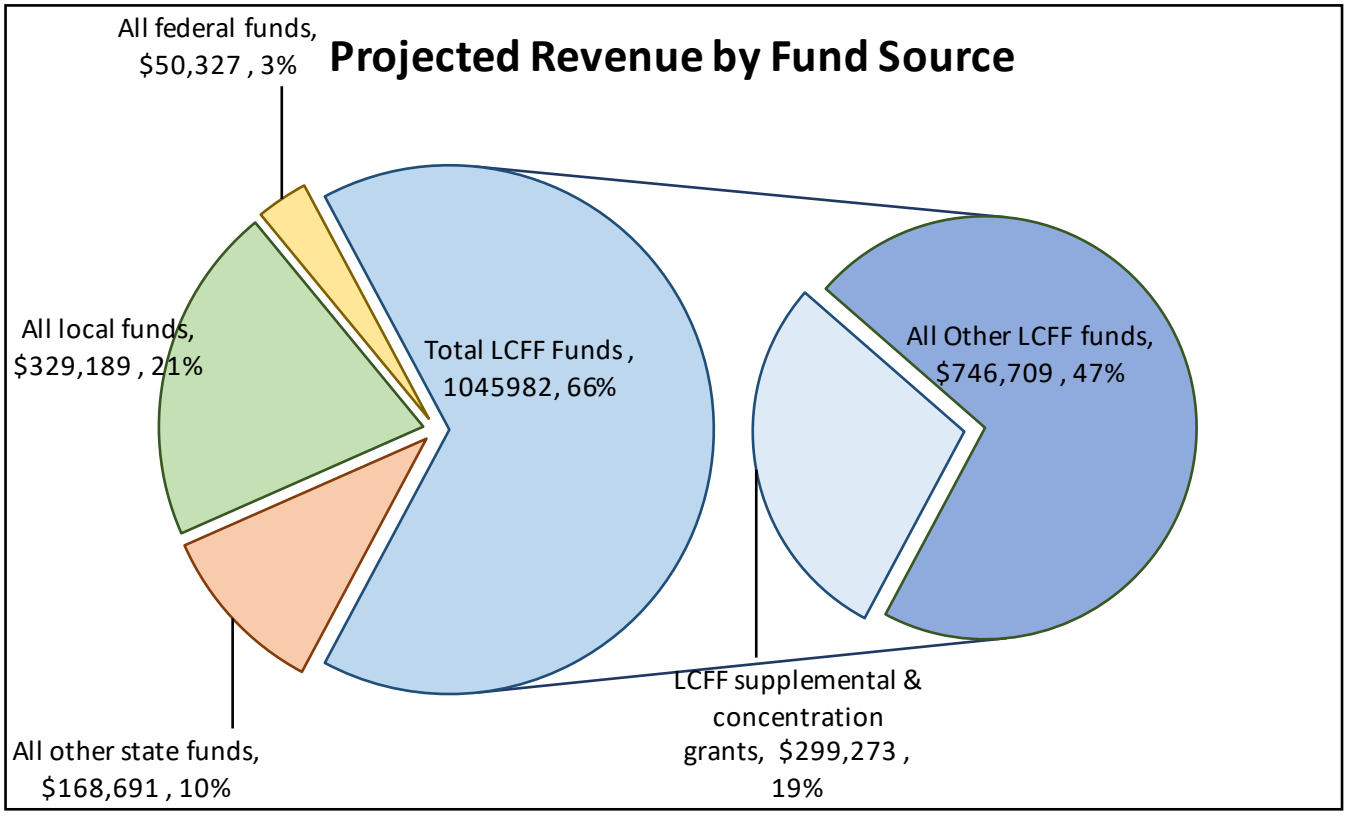
1.3 Fund High-Quality Staff Who Bridge Learning Gaps
1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils
2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials
2.3 Deliver Effective ELD Programming
3.4 Increase Counseling and Services for High-Needs Learners

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Empower Generations
CDS Code: 19753090134619
School Year: 2024 – 2025
LEA contact information: Sajae Davison661-429-3264director@empowergenerations.org

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

Budget Overview for the 2024 – 2025 School Year

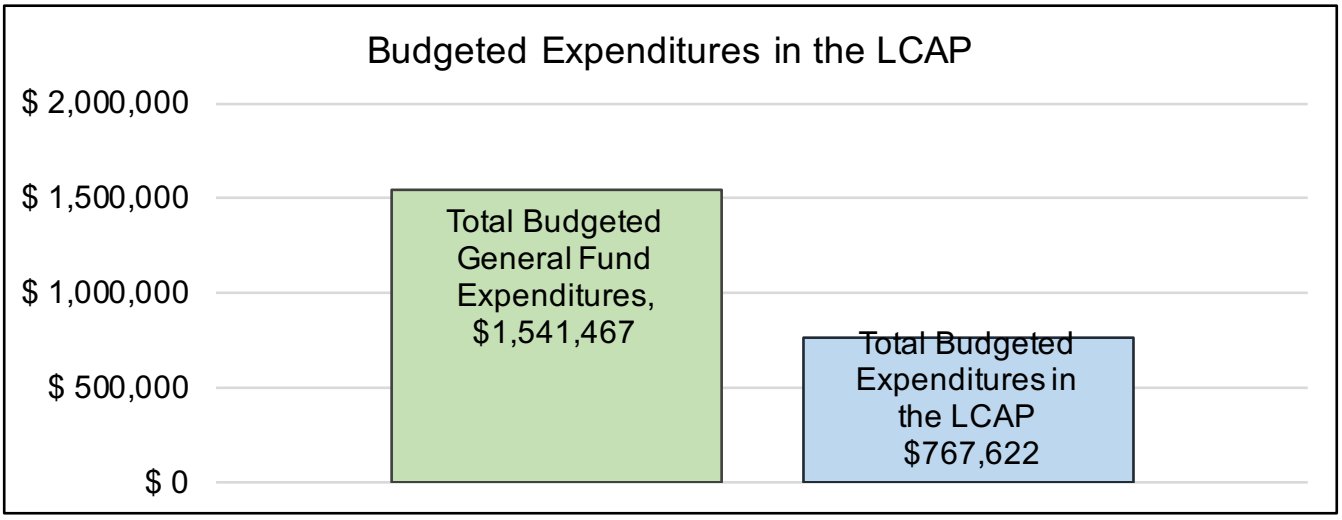


This chart shows the total general purpose revenue Empower Generations expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Empower Generations is $1,594,189.00, of which $1,045,982.00 is Local Control Funding Formula (LCFF), $168,691.00 is other state funds, $329,189.00 is local funds, and $50,327.00 is federal funds. Of the $1,045,982.00 in LCFF Funds, $299,273.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Empower Generations plans to spend for 2024 – 2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Empower Generations plans to spend $1,541,467.00 for the 2024 – 2025 school year. Of that amount, $767,622.00 is tied to actions/services in the LCAP and $773,845.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

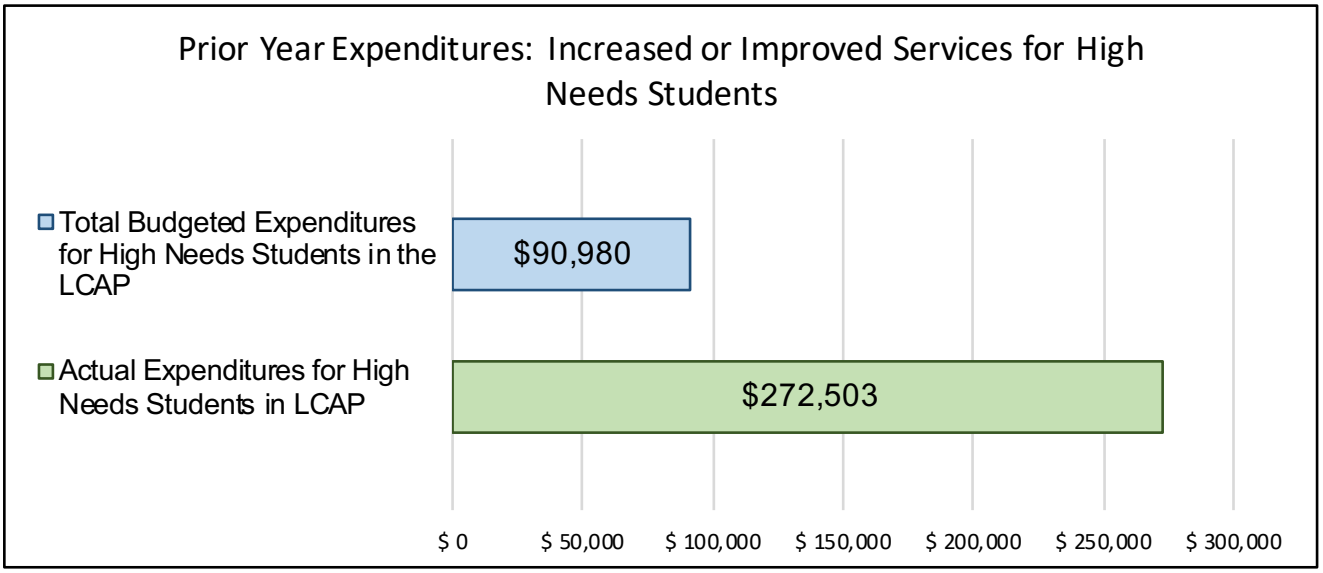
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district and other sources such as legal, business services fees, banking, audit and district fees.Some expenditures in the general budget are additionally assigned to other state or local revenue sources not

Increased or Improved Services for High Needs Students in the LCAP for the 2024 – 2025 School Year

In 2024 – 2025, Empower Generations is projecting it will receive $299,273.00 based on the enrollment of foster youth, English learner, and low-income students. Empower Generations must describe how it intends to increase or improve services for high needs students in the LCAP. Empower Generations plans to spend $299,273.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Empower Generations's LCAP budgeted $90,980.00 for planned actions to increase or improve services for high needs students. Empower Generatior actually spent $272,503.00 for actions to increase or improve services for high needs students in 2023-2024.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Empower Generations	Sajae Davison Director	director@empowergenerations.org (661) 429-3264

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC School Pathways	2019-2020 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%	2019-2020 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%	Year 2: 2020-2021 SARC: Total Teacher Misassignments: .3 EL Misassignments (a percentage of all the classes with English learners taught by teachers that are misassigned): 35.7%	Year 3: 2021-2022 SARC: Total Teacher Misassignments: .2 EL Misassignments: 65.2%	0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments
CA School Dashboard Local Indicator	2019 CA School Dashboard Local Indicator: Standard Met 0% Without Access to	2019 CA School Dashboard Local Indicator: Standard Met 0% Without Access to	2022 CA School Dashboard Local Indicator: Standard Met 0% Without Access to	2023 CA School Dashboard Local Indicator: Standard Met 0% Without Access to	CA School Dashboard Local Indicator: Standard Met 0% Without Access to Standards-Aligned Materials

	Standards-Aligned Materials	Standards-Aligned Materials	Standards-Aligned Materials	Standards-Aligned Materials	
SARC	2019-20: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2020-21: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2021-22: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2022-23: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	The school will be rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).
CA School Dashboard Local Priority: Implementation of Academic Standards	2019 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	2019 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	2022 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	2023 CA School Dashboard Local Indicator: Implementation of Academic Standards: Standard Met	Implementation of Academic Standards: Standard Met
Professional Learning Attendance	2020-2021: 100% of staff have engaged in professional learning to improve learner outcomes.	2021-2022: 100% of staff have engaged in professional learning to improve learner outcomes.	2022-2023: 100% of staff have engaged in professional learning to improve learner outcomes.	2023-2024: 100% of staff have engaged in professional learning to improve learner outcomes.	100% of staff will have engaged in professional learning to improve learner outcomes.
Panorama	2021: 100% of parents/guardians feel that the staff creates a culture and community that helps children learn.	2022: 82% of parents/guardians feel that the staff creates a culture and community that helps children learn.	2023: 86% of parents/guardians feel that the staff creates a culture and community that helps children learn.	2024: 100% of parents/guardians feel that the staff creates a culture and community that helps children learn.	85% of parents/guardians feel that the learning activities are engaging and motivating.
CA School Dashboard: College/Career Levels and Measures Report and Data	2019 CA School Dashboard: A-G: 46.9% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	2019 CA School Dashboard: A-G: 46.9% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 0% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	2023 CA School Dashboard: A-G: 0% fulfilled the A-G measure College Credit Courses: 0% fulfilled the college credit measure CTE: 0% fulfilled the CTE measure	A-G: 50% fulfilled the A-G measure College Credit Courses: 1% fulfilled the college credit measure CTE: 1% fulfilled the CTE measure
DataQuest: School Enrollment	Per DataQuest, enrollment was 85 learners during the 2020-21 school year.	Per DataQuest, enrollment was 92 learners during the 2021-22 school year.	Per DataQuest, enrollment was 81 learners during the 2022-23 school year.	Per DataQuest, enrollment was 84 learners during the 2023-24 school year.	Increase enrollment to 95 learners.

Paycom	2020-21: 81.25% staff retention rate	2020-21: 81.25% staff retention rate	2021-22: 69.23% staff retention rate	2022-23: 67% staff retention rate	85% staff retention rate
CA School Dashboard Local Indicator: Access to a Broad Course of Study	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard: Access to a Broad Course of Study: Standard Met	2022 CA School Dashboard: Access to a Broad Course of Study: Standard Met	2023 CA School Dashboard: Access to a Broad Course of Study: Standard Met	Access to a Broad Course of Study: Standard Met
CA School Dashboard: English Learner progress	This data was not available for Empower Generations on the 2019 CA School Dashboard. (less than 11 students)	This data was not available for Empower Generations on the 2019 CA School Dashboard. (less than 11 students)	This data was not available for Empower Generations on the 2022 CA School Dashboard. (less than 11 students)	This data was not available for Empower Generations on the 2023 CA School Dashboard. (less than 11 students)	48.3% of English learners are making progress towards English language proficiency.
Project Design Guide data	2020-21: 50% of staff utilize the project design guide for project planning.	2021-22: 50% of staff utilize the project design guide for project planning.	2022-23: 75% of staff utilize the project design guide for project planning.	2023-24: 100% of staff utilize the project design guide for project planning.	75% of staff utilize the project design guide for project planning.
CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2022 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	2023 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met	Basics: Teachers, Instructional Materials, Facilities: Standard Met

Goal Analysis

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

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

This goal was efficiently implemented during the 2023-24 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received professional development to improve learner outcomes. There were no substantive differences between planned actions and the actual implementation of these actions.

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

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on available data, most actions were either improved or met in this goal, and the metrics demonstrate that significant progress toward the goal was achieved Particularly effective actions were 1.2, 1.3, 1.4, 1.5, 1.7, and 1.11, all having met ambitious desired outcomes. Improvement was made on actions 1.6 and 1.9, with the Pandemic impacting the ability to meet desired outcomes set before the pandemic occurred. While desired outcomes were not met on actions 1.1, 1.8, and 1.10, root cause analysis was performed to determine the next steps for the next LCAP cycle. It is worth noting that due to a small staff and small learner population, longitudinal, consistent data is difficult to collect and measure data year to year. Actions will be taken in the next LCAP cycle to measure progress in more accurate and appropriate ways for the school, particularly around recruitment and retention of highly qualified staff and college/career readiness.

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

Empower Generations has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates NWEA MAP CGI Index NWEA MAP Participation Rates	All Students 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available NWEA MAP Spring 2022 All Students Participation Rate - N/A NWEA MAP Spring 2022 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Reading CGI -1.3 NWEA MAP Spring 2021 All Students Math CGI 0.2	All Students 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available NWEA MAP Spring 2022 All Students Participation Rate - Reading 42.67% NWEA MAP Spring 2022 All Students Participation Rate - Math 61.33% NWEA MAP Spring 2022 All Students Reading CGI -1.5 NWEA MAP Spring 2022 All Students Math CGI 1.70	Year 2: All Students 2022 DataQuest: 89% CAASPP Participation Rate - ELA 89% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard: CAASPP ELA: 127.2 points below standard (115 points below state) Math: 202.2 points below standard (150.5 points below state) Science (CAST): 6.9% met or exceeded NWEA MAP Spring 2022 All Students Participation Rate - Reading 74% NWEA MAP Spring 2022 All Students Participation Rate - Math 74% NWEA MAP Spring 2022 All Students Reading CGI .02 NWEA MAP Spring 2022 All Students Math CGI .5	All Students 2023 DataQuest: 79% CAASPP Participation Rate - ELA 87% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard: CAASPP ELA: 130.5 points below standard Math: 211 points below standard NWEA MAP 2024 Fall to Spring Conditional Growth Index: Math 0.33 Reading 0.19	95% CAASPP Participation - ELA & Math CAASPP: At or above state level CAST: At or above state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students: Maintain NWEA MAP Math CGI greater than 0
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 3.1% of all students graduated as prepared (increased 3.1%/no color)	2019 CA School Dashboard: 3.1% of all students graduated as prepared (increased 3.1%/no color)	2022 CA School Dashboard: Data not released this year due to COVID	2023 CA School Dashboard: 0% prepared	12% of all students will graduate as prepared.

EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	EL Learners 2019 DataQuest: 60% CAASPP Participation Rate - ELA 60% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard State Indicator: College and Career Indicator No data available	EL Learners 2019 DataQuest: 60% CAASPP Participation Rate - ELA 60% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard State Indicator: College and Career Indicator No data available	EL Learners 2022 DataQuest: CAASPP Participation Rate - ELA: No data published CAASPP Participation Rate - Math: No data published EL Learners 2022 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2022 CA School Dashboard State Indicator: College and Career Indicator No data available	EL Learners 2023 DataQuest: CAASPP Participation Rate - ELA: No data published CAASPP Participation Rate - Math: No data published EL Learners 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard State Indicator: College and Career Indicator No data available	95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career: The school will set the desired outcome once baseline data is available.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Socioeconomically Disadvantaged 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: 3.2% of socioeconomically disadvantaged graduated as prepared	Socioeconomically Disadvantaged 2019 DataQuest: 60% CAASPP Participation Rate - ELA 50% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: 3.2% of socioeconomically disadvantaged graduated as prepared	Year 2: Socioeconomically Disadvantaged 2019 DataQuest: 85% CAASPP Participation Rate - ELA 85% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2022 CA School Dashboard: CAASPP ELA: 144.1 points below standard (102.9 points below state) Math: 198.2 points below standard (114.2 points below state) 2022 CA School Dashboard:% learners graduating prepared: No data available due to	Socioeconomically Disadvantaged 2023 DataQuest: 67% CAASPP Participation Rate - ELA 67% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2023 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2023 CA School Dashboard: No data available	95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career - 12% of socioeconomically disadvantaged will graduate as prepared

			COVID		
Foster Youth: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Foster Youth 2019 DataQuest: 2019 CAASPP ELA Participation Rate: Not Available 2019 CAASPP Math Participation Rate: Not Available Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Foster Youth 2019 DataQuest: 2019 CAASPP ELA Participation Rate: Not Available 2019 CAASPP Math Participation Rate: Not Available Foster Youth 2019 CA School Dashboard: CAASPP ELA: No data available Math: No data available 2019 CA School Dashboard: College/Career: No data available	Year 2: Foster Youth 2022 CA School Dashboard: CAASPP 2022 CAASPP ELA Participation Rate: Not Available 2022 CAASPP Math Participation Rate: Not Available 2022 CA School Dashboard: College/Career: No data available	Foster Youth 2023 CA School Dashboard: CAASPP 2023 CAASPP ELA Participation Rate: 50% 2023 CAASPP Math Participation Rate: 50% 2023 CA School Dashboard: College/Career: No data available	95% CAASPP Participation - ELA & Math CAASPP: The school will set desired outcome once baseline data is available. CA School Dashboard: College/Career: The school will set desired outcome once baseline data is available.
DataQuest: EL Data: Annual Reclassification Counts and Rates	2019-20: 0% reclassification rate	2020-21: 0% reclassification rate	2021-22: Data not yet released by state	2022-23: 20% reclassification rate (internally calculated)	5% reclassification rate
iLEAD Comprehensive Growth Card	Spring 2022 Participation Rates: Facilitators: N/A Learners: N/A Spring 2021 Results: 56% of learners achieved their one or more of their academic ILP goals. 49% of learners achieved one or more of their SEL ILP goals.	Spring 2022 Participation Rates: Facilitators: 100% Learners: 57.90% Fall 2021 Results: 40% of learners achieved their one or more of their academic ILP goals. 29% of learners achieved one or more of their SEL ILP goals.	Spring 2023 Participation Rates: Facilitators: 100% Learners: 65% Fall 2022 Results: 51% of learners achieved one or more of their academic ILP goals. 38% of learners achieved one or more of their SEL ILP goals.	Spring 2024 Participation Rates: Facilitators: 80% Learners: N/A Fall 2023 Results: 3% of learners achieved their one or more of their academic ILP goals. 3% of learners achieved one or more of their SEL ILP goals.	100% of facilitators and 80% of learners will complete the iLEAD Comprehensive Growth Card. 45% of learners will achieve one or more of their academic ILP goals. 35% of learners will achieve one or more of their SEL ILP goals.
Data Quest: Four-Year Adjusted Cohort Graduation Rate Report	2019-20 DataQuest: 0% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 5.3% met UC/CSU requirements	2020-21 DataQuest: 11.1% earned Golden State Seal Merit Diploma 11.1% earned Seal of Biliteracy 0% met UC/CSU requirements	2021-22 DataQuest: 16.7% earned the Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 0% met UC/CSU requirements	2022-2023 DataQuest: 14.3% earned Golden State Seal Merit Diploma 0% earned Seal of Biliteracy 0% met UC/CSU requirements	13% earned Golden State Seal Merit Diploma 13% earned Seal of Biliteracy 13% met UC/CSU requirements

Goal Analysis

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

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

During the 2023-24 school year, learners were tracked and monitored for academic achievement. The school implemented a new curriculum within the framework of Project-Based Learning and MTSS. Continued professional development and use of strategies to support unduplicated pupils helped staff utilize strategies to support the success of all learners through the model of individualized learning. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

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

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on available data, all actions supported progress on this goal. While not all desired outcomes were met, Empower Generations set desired outcomes pre-covid, which provided difficult circumstances to meet desired outcomes. Empower Generations is also a DASS school with a high transiency rate. Many learners transfer in extremely credit deficient and do not stay long enough to see significant academic improvement, making College/Career Indicator data difficult to track in a traditional four-year cohort as well as academic data as measured by CAASPP difficult to use as a sole measure of progress. EL Reclassification rates increased 20%, demonstrating positive progress in ELD programming. Of particular note is the NWEA MAP CGI scores, which demonstrate that on average, learners grew beyond projected academic growth in one year. This indicates that LCAP actions in this area were successful.

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

Empower Generations has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Calendar	2020-21: The school held one educational partner meeting/gathering.	2021-22: The school held two educational partner meetings/gatherings.	2022-23: The school held six formal educational partner meetings/gatherings and multiple informal gatherings.	2023-24: The school held more than six formal educational partner meetings/gatherings and multiple informal gatherings.	The school will hold a minimum of three educational partner meetings/gatherings per year.
CA School Dashboard Local Indicator: Parent & Family Engagement	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2023 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	Parent & Family Engagement: Standard Met
EG DASS: One Year Graduation Rate CALPADS 8.1b: High School Drop Out Data	EG Dass One Year Graduation Rate 33.3% 2020-21 CALPADS: High School Dropout Rate: 4.7%	EG Dass One Year Graduation Rate 33.3% 2020-21 CALPADS: High School Dropout Rate: 4.7%	EG Four Year Graduation Rate: 30.8% 2021-2022 CALPADS: High School Dropout Rate: 41.7%	2023: Graduation Rate 33.3% High School Dropout Rate: 28.6%	EG Dass One Year Graduation Rate 36% High School Dropout Rate: 2%
EL Learners: Counselor Data CA School Dashboard	EL Learners: EL learners and their families receive additional counseling, social-emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	2021-22: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	2022-23: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff. 2022 CA School Dashboard: No data available for the graduation rate	2023-24: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff. 2023 CA School Dashboard: No data available for the graduation rate	100% of EL learners and their families will receive additional counseling, social-emotional, and academic support/resources from school staff. CA School Dashboard: The graduation rate for EL learners will match the graduation rate for all learners

Foster Youth: Counselor Data CA School Dashboard: Graduation Rate	Foster Youth: Foster youth and their families receive additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	Foster Youth: 2021-22: 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: No data available	Foster Youth: 2022 CA School Dashboard: Graduation rate N/A 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2023 CA School Dashboard: Graduation rate N/A 2023-2024: 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff. CA School Dashboard: Desired outcome will be determined once baseline data is available.
Socioeconomically Disadvantaged: Counselor Data CA School Dashboard: Graduation Rate	Socioeconomically Disadvantaged: Socioeconomically disadvantaged and their families receive additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: 48.4% socioeconomically disadvantaged graduated/increased 24.4% (no color)	Socioeconomically Disadvantaged: 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from school staff. 2019 CA School Dashboard: 48.4% socioeconomically disadvantaged graduated/increased 24.4% (no color)	Year 2: Socioeconomically Disadvantaged: 2022 CA School Dashboard: 33.3% of socioeconomically disadvantaged graduated 2022-23: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff	Socioeconomically Disadvantaged: 2023 CA School Dashboard: 30% of socioeconomically disadvantaged graduated 2023-24: 100% of socioeconomically disadvantaged and their families received additional counseling, social-emotional, and academic support/resources from school staff	Socioeconomically Disadvantaged: 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff. CA School Dashboard: 50% socioeconomically disadvantaged graduated
CA School Dashboard State Indicator: Chronic Absenteeism P Annual Report	2019 CA School Dashboard: No available data on chronic absenteeism. 2019-20 Attendance Rate: 92%	2019 CA School Dashboard: No available data on chronic absenteeism. 2020-21 Attendance Rate: 87%	2022 CA School Dashboard: No available data on chronic absenteeism. 2021-22 Attendance Rate: 75.45%	2023 CA School Dashboard: No available data on chronic absenteeism. 2022-23 Attendance Rate: 69%	Chronic absenteeism: Once data is available on the Dashboard, the school will set goals to improve any chronic absenteeism. Attendance Rate: 90%
CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local	2019 CA School Dashboard: 0% suspended at least once (blue) 2019-20 Expulsion Rate: 0% 2019 CA School Dashboard Local Indicator:	2019 CA School Dashboard: 0% suspended at least once (blue) 2020-21 Expulsion Rate: 0% 2019 CA School Dashboard Local Indicator:	2022 CA School Dashboard: 0% suspended at least once 2021-22 Expulsion Rate: 0% 2022 CA School Dashboard Local Indicator: Local Climate Survey:	2023 CA School Dashboard: 0% suspended at least once 2022-23 Expulsion Rate: 0% 2023 CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	Maintain less than 1% suspension rate. Expulsion Rate: 0% Local Climate Survey: Standard Met

Climate Survey	Local Climate Survey: Standard Met	Local Climate Survey: Standard Met	Standard Met		
Panorama Learner Survey	2022 Panorama Learner Survey: 94% positive school-teacher relationships	2022 Panorama Learner Survey: 94% positive school-teacher relationships	2023 Panorama Learner Survey: 91% positive school-teacher relationships	2024 Panorama Learner Survey: 89% positive school-teacher relationships	95% positive school-teacher relationships

Goal Analysis

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

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

Goal three's emphasis is on community, family, and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under goal three. Empower Generations provides many hands-on activities and events that promote learner and family engagement. The results of these endeavors are positive student engagement and school climate.

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

Some planned funds were reallocated to other state or federal funds. Enrollment and attendance impacted overall budgeted expenditures and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on available data, most actions supported progress on this goal. While not all desired outcomes were met, Empower Generations noted that desired outcomes were set pre-covid, which provided difficult circumstances to meet desired outcomes. School climate, family engagement, and counseling services all proved positive in meeting Goal 3. Attendance, graduation rates for socioeconomically disadvantaged youth, and learner engagement metrics did not show prove effective.

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

Empower Generations has used data, educational partner feedback, root cause analysis, and continuous improvement strategic planning to revamp its 2024-2025 LCAP. While the essence of this broad goal remains, all new goals and actions were written for the upcoming LCAP cycle.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Empower Generations	Sajae Davison Director	director@empowergenerations.org (661) 429-3264

Plan Summary 2024-2025

General Information

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

Empower Generations is a nonclassroom-based, WASC accredited, public charter DASS (Dashboard Alternative School Status) and WIOA school that educates and supports pregnant and parenting teens and at-promise youth in grades 9-12 to meet their individual goals through a whole person, whole family approach. The school, which is based out of Lancaster, California, opened in 2016 to provide pregnant, parenting and at-promise youth a trauma-informed environment to explore and gain confidence in the unique challenge of young parenthood. The school's diverse population mirrors the demographic statistics of teen pregnancy in the Antelope Valley and surrounding areas. During the 2023-24 school year, enrollment was 84 learners.

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.

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

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

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

As a DASS school, Empower Generations works with foster, homeless and juvenile youth. The school has established many important partnerships with the community to offer

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the 2023-2024 school year, the school identified and analyzed successes and challenges from the California Dashboard as part of the continuous improvement cycle.

Successes Include:
-Maintained a suspension rate of 0, showing that restorative practices and alternative methods for proactive discipline are effective
-10% improvement in the number of teachers without misassignments from 2021 to 2022
-20% increase in the number of learners reclassified from 2022 to 2023
-14% increase in the number of parents/guardians who feel that the staff creates a culture and community that helps children learn from 2023 to 2024.
-100% of English Learners participated in CAASPP testing in 2023
-8% increase in graduation rate from 2022 to 2023
-13% decrease in high school dropout rate from 2022 to 2023
-13% increase in ELA meeting or exceeding standard from 21-22 to 22-23
-9% increase in Math meeting or exceeding standard from 21-22 to 22-23

Areas for Focused Improvement Include:
-ELA, Math, and CAST scores remain far below standard
-Decrease in enrollment
-Little to no improvement in traditional metrics of college/career readiness
-Socioeconomically disadvantaged learners had a 3% lower graduation than the all learners group
-Attendance rate decreased 6% from 2022 to 2023

As a single-school LEA that is a DASS (dashboard alternative status) school with a total enrollment of under 100 pupils, the Dashboard shows little to no data, due to protection of privacy. Thus, no Dashboard areas or learner groups show as the lowest performance on the Dashboard.

Other highlights from the 2023-2024 school year include:
-The school implemented new Learner Outcomes, created with educational partner input and aligned to the school's vision, mission, and values
-The school partnered with the Center for Love and Justice for a year-long focus on aligning project-based learning and individualized learning to 5 equity stances
-The school welcomed a new director. Sajae Davison brings a wealth of knowledge and skill, a love of the community, and a commitment to upholding the school's vision and mission
-The school adopted a new curriculum to increase engagement and achievement based on staff and learner listening sessions
-The school elected a new School Site Council
-The school earned a Community in Schools grant
-The school earned a K12 Strong Workforce Program grant for CTE

-The school celebrated a large graduating class
-On-campus attendance and engagement was up
-Many family engagement nights were held

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As a DASS school, the school is not eligible or requested technical assistance at this time.

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students/Learners	-Annual Panorama survey -Semi-annual Learner Outcome survey -Listening sessions -Student leadership -Board meetings
Parents/Families	-Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	-Annual Panorama survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans
Board	-Monthly Board meetings -Annual Board training
Community	-Monthly board meetings -CTE advisory committees -School Site Council
School Leadership	-Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continous Improvement Cycle Strategic Meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a school of choice, serving the community and the school's educational partners is a vital component of school strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle.

Annually, feedback from families, learners, community members, board members, learners staff, and leadership is utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received actions and spending under the school's three goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.

During the school year, monthly iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed the Panorama Learner Outcome Survey, a measure of learner growth in the Schoolwide Learner Outcomes and their progress toward academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent, staff, and learner surveys regarding aspects of the program were sent in the spring to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback.

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

In the first year of the development of the new local control and accountability plan, feedback from our educational partners was used to develop the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual Panorama surveys from families, staff, and learners. Listening sessions with staff, parents, and students were also conducted throughout the year with the new school director.

From survey and listening feedback, the school found that low attendance rates (69% in 2022-2023) were due to workshop structure and lack of engagement on campus. Therefore, the development of action 3.4 will address the feedback and result in increased attendance.

It was also discovered that barriers to transportation prevented foster youth from coming to campus, so funding was prioritized to ensure foster youth had reliable transportation to campus.

Listening sessions with English Learners validated continued funding in action 1.2 to increase services for English Learners with high-quality staff for extra support.

Lastly, listening sessions, data analysis of NWEA MAP scores and CAASPP scores, and root cause analysis with credentialed staff led to funding prioritization for new evidence-based curriculum. Funding for new curriculum/software will be prioritized as well as social-emotional learning and small group workshops/individual support as part of the program structure.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.	Broad Goal

State priorities address by this goal.

1, 3, 4, 8

An explanation of why the LEA has developed this goal.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.
Actions in this goal will support success in:
-Clean, safe facilities
-Highly qualified staff
-Access to standards-aligned curriculum
-Family/community input in the strategic direction of the school
-College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool-Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). (State Priority 1)	2023-24: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)			Maintain good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	

2	SARC Misassignments of Teachers of English Learners Total Teacher Misassignments (State Priority 1)	SARC 2021-2022: Teachers without Credentials and Misassignments: .2 Misassignments for ELs: 65.2%			Teachers without Credentials and Misassignments: 1 or less Misassignments for ELs: 0%	
3	Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the community: 4 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 3 LEA's progress in providing families with information and resources to support student learning and development in the home: 4 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory			4's and 5's on Local Indicator Survey Rubric Questions	

		groups and decision-making: 3 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 4 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4				
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually			Maintain or increase the number of engagement opportunities	

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs: Homeless/Foster /EL Liason Outreach FIEP Process (State Priority 3)	2024 Opportunities: 2 programs for parents of UDPs and individuals with exceptional needs			Maintain or increase programs for parents of UDPs and individuals with exceptional needs	
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input (State Priority 3	Baseline will be established in the 2024/2025 school year			The target will be established in the 2024/2025 school year	
7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared (State Priority 4)	2023: 0% graduating prepared and 0% approaching prepared 2023 Socioeconomically Disadvantaged Students: Data not available due to protected privacy			1% graduating prepared and approaching prepared	

8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	2023 CCI: 39% prepared (medium) (4% below state) 9.1% approaching prepared			Increase to and maintain above 50% prepared	
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	2023: 0% graduates who complete both a-g requirements and CTE pathways			.5% graduates who complete both a-g requirements and CTE pathways	
10	CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam (State Priority 4)	2023: AP/IB programming not offered at program			0%-Empower Generations does not offer programming but is legally required to report this metric. Scores from learners who transfer from other schools will be counted toward this metric.	

11	College Career Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher and counselor observation and data on the annual survey. (State Priority 4)	2024: 48% of learners met their self-identified college/career readiness goal			50% of learners will meet their self-identified college/career readiness goal	
12	DataQuest: % of graduates who earn a State Seal of Biliteracy, Golden State Seal Merit Diploma, National Merit Scholarship, or CTE Completer Certificate (State Priority 8)	State Seal of Biliteracy: 0% (4 years of language not offered) Golden State Seal Merit Diploma: 14.3% CTE Completion: 0%			State Seal of Biliteracy: 0% (4 years of language not offered) Golden State Seal Merit Diploma: 7% or greater CTE Completion: 1%	

13	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	2023: 0% college credit course completion			1% college credit course completion	
14	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of 1 or more college courses with a C or higher) (State Priority 4)	Pathways Fall 2023: Average Credits earned per semester: 2.65 Spring 2024: Workforce Certifications: 0 Work Based Learning: 0 Senior Defense Completions: 0			Average Credits earned per semester: 15 Workforce Certifications: 5 Work Based Learning: 5 Senior Defense Completions: 90% of graduating seniors	
15	CA School Dashboard: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) (State Priority 4)	2023: 0% ready and conditionally ready			1% ready and conditionally ready	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	$44,504.00	No
2	1.2 Fund High-Quality Staff	Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners.	$203,807.00	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals.	$24,985.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family	$12,388.00	No

		education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continous improvement efforts.		
5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and other opportunities to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	$0.00	Yes
6	1.6 Promote College and Career Readiness through Individualized Learning (repeated expenditure, Goal 1, Action 2)	Counselors, leadership, and support staff will ensure high school graduates are college and career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, State Seal of Biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' individualized learning plans. Learners will receive personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them.	$0.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, and/or Senior Portfolio Defenses.	$0.00	No

Goal

Goal #	Description	Type of Goal
2	Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.	Broad Goal

State priorities address by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance.
Actions in this goal will support success in:
-Learner achievement in ELA, Math, Science
-Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school
-Multi-Tiered Systems of Support and implementation of project-based learning
-English language development (ELD)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 3 ELD: 4 Math:3 Next Generation Science Standards: 3 History-Social Science: 3			4's and 5's in all content areas	
2	Implementation of state standards through Professional Development and coaching: number of dedicated staff professional development/work days annually (State Priority 2)	2023: 22 dedicated staff professional development/work days annually			Maintain at least 22 dedicated staff professional development/work days annually	
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	Baseline will be established in the 2024/2025 school year			The desired outcome will be established in the 2024/2025 school year	

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified. (State Priority 2)	2024 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4			Maintain 4's and 5's in each content area	
5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	2023 CAASPP All Students: 77% participation rate 130.5 points below standard (no color) 117 points below state Socioeconomically Disadvantaged Learners 2023 CAASPP: 63% participation rate No score data available (less than 11 scores-data protected for privacy)			Increase participation by 2% annually and scores 6 points closer to standard	

6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	2023 CAASPP Math All Students: 79% participation rate 211 points below standard (no color) 161.9 points below state Declined 8.8 points Socioeconomically Disadvantaged Learners 2023 CAASPP: 67% participation rate no score data available			Increase participation by 2% annually and scores 6 points closer to standard	
7	California Science Test: CAST (State Priority 4)	2023 CAST: 6.25% met or exceeded			Increase 5%	
8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024 Fall to Spring Conditional Growth Index: Math 0.33 Reading 0.19			Maintain at or above -.2	
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 Dashboard less than 11 learners (no color/score)			The target will be established should data be made available	

10	English Learner Individual Learning Plan (ILP) Goal: % of English Learners who meet their self-identified ILP goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 55% of English Learners met their self-identified ELD goal			60% of learners will meet their self-identified ELD goal	
11	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 20% of English Learners Reclassified			Maintain at or above 20% reclassification rate	
12	Access to and enrollment in a broad course of study internally measured: AP/IB Offerings CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment (State Priority 7)	AP/IB Courses: 0 VAPA Offerings: 14 CTE Offerings: 4 World Language Offerings: 4 College Credit Course Enrollment: 0			Maintain or increase # of offerings Increase College Credit Course Enrollment to 10	

13	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 55% of learners met their self-identified academic goal			60% of learners will meet their self-identified academic goal	
14	Extracurricular Opportunities Offered (State Priority 7)	2024: 3 extra curricular opportunities offered annually			Maintain at or above 3 opportunities	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	$12,918.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	$6,225.00	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	$36,505.00	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement.	$94,243.00	No
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	$5,348.00	No

Goal

Goal #	Description	Type of Goal
3	Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.	Broad Goal

State priorities address by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.
Actions in this goal will support success in:
-Attendance and chronic absenteeism
-Graduation rates and dropout rates
-Suspension and expulsion rates
-Learner safety, connection, and wellbeing
-Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA School Dashboard: Suspension Rate (State Priority 6)	2023: 0% Suspended			Maintain below 1%	
2	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0% Expelled			Maintain below 1%	

3	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	Baseline will be established in the 2024/2025 school year			Target will be established in the 2024/2025 school year	
4	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 69%			Increase 10%	
5	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 Dashboard DASS School — not included in Dashboard			Target will be established should data be made available	
6	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2022-2023: 28.6% Dropout Rate			Maintain or decrease	
7	DataQuest Graduation Rate (State Priority 5)	2023 All Student: 4 year 2022-2023: 33.3% 5 year 2022-2023 41.7% Socioeconomically Disadvantaged Learners 2023 4-year Graduation Rate: 30%			4 year: Increase 5% in three years 5 year: Increase 1% in three years	

8	Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 6)	2024: 64% of learners met their self-identified SEL goal			69% of learners will meet their self-identified SEL goal	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices and Implement Multi-Tiered Systems of SEL Support	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners. Using MTSS, the school will provide training, resources, and supports to counselors, staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	$123,930.00	No
2	Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 2)	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	$0.00	No
3	Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	$231,558.00	Yes
4	Nurture a Safe and Engaging School Environment That Learners Are Excited About	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations.	$65,454.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$299,273.00	$32,041.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.43%	0.00%	$0.00	38.43%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	83% of Empower Generations' total student population falls in an unduplicated group of English Learners, foster, homeless, or socioeconomically disadvantaged. 2023 CAASPP ELA and Math and CAST scores were well below state average and state standard, learners report adverse childhood experiences and meet Dashboard Alternative School Status, and report that small ratios and in-person support are important factors in their success.	The school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. The high-quality staff allows for the implementation of multi-tiered systems of support for academic intervention and social-emotional support. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that lead to increased engagement and academic achievement. These actions are being provided on a school-wide basis because all learners can benefit from additional staffing and support and 83% of the total population is identified as having high needs.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metric 1.1 and 1.6)
Goal 1, Action 5	83% of the school's population falls under an unduplicated group, 42% of learners are Hispanic/Latino, 4% of learners are English Learners, and over 70% of the school's population meets a DASS criteria. Through listening sessions and Panorama surveys, many families report a need for wrap-around services and extra support in the school-to-home connection. This data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success.	The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community. These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning as 83% of the total population is identified as having high needs.	Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings.

Goal 2, Action 2	Most learners at Empower Generations transfer into the school severely credit deficient, having failed one or more classes in the past. CAASPP ELA and Math scores and CAST scores are low.	Through root cause analysis, more curriculum and materials that support MTSS Tier II and III is needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally-competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards. These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS. While 83% of Empower's students are categorized as high-needs, MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metrics 2.4, 2.5, 2.6, 2.7, 2.8)
Goal 3, Action 4	Graduation rates for socioeconomically disadvantaged learners was 3% lower than the all student subgroup. Additionally, attendance rates are low.	The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learners, socioeconomically disadvantaged learners) has been proven to increase attendance rates and graduation rates. Additionally, listening sessions with learners indicated a need for more social-emotional support, As a non-classroom-based school, facilities provide additional services for high-needs learners not typical in an independent study model. Facilities designed with trauma-informed principles in mind provide additional space and resources to increase additional social-emotional services and counseling.	Success will be tracked through attendance data, graduation rate, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (Metrics 2.3, 2.4, 2.6, 2.7, 2.8)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	While 20% of Empower Generations' English Learners were reclassified in 2022-2023, historically, the school has low rates of reclassification. There is a strong need to deliver ongoing, effective ELD programming and instruction.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming.	Success will be tracked through reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. Should more than 11 students test in ELPAC, progress toward English proficiency as reported on the California Dashboard will also be included as a metric. (Metric 2.10)

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

N/A

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will be used to increase and retain the number of high-quality staff that support MTSS instruction and social-emotional support to students at the school (single-school LEA).

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

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$778,750.00	$299,273.00	38.43%	0.00%	38.43%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$861,865.00	$0.00	$0.00	$0.00	$861,865.00	$471,363.00	$390,502.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	All	No				Ongoing	$36,904	$7,600	$44,504	$0	$0	$0	$44,504	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	$203,807	$0	$203,807	$0	$0	$0	$203,807	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$24,985	$0	$24,985	$0	$0	$0	$24,985	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No					$0	$12,388	$12,388	$0	$0	$0	$12,388	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning (repeated expenditure, Goal 1, Action 2)	Low Income, All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 3, Action 5)		No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	$0	$12,918	$12,918	$0	$0	$0	$12,918	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$6,225	$6,225	$0	$0	$0	$6,225	0.00%
2	3	2.3 Deliver Effective ELD Programming	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$36,505	$36,505	$0	$0	$0	$36,505	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	All, Low Income	No				Ongoing	$0	$94,243	$94,243	$0	$0	$0	$94,243	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	$0	$5,348	$5,348	$0	$0	$0	$5,348	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices and Implement Multi-Tiered Systems of SEL Support	All	No					$123,930	$0	$123,930	$0	$0	$0	$123,930	0.00%
3	2	Provide Access to High-Quality Counseling (repeated expenditure, Goal 1, Action 2)	All, Low Income	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Increase and Improve Counseling and Services for High-Needs Learners	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$31,817	$199,741	$231,558	$0	$0	$0	$231,558	0.00%
3	4	Nurture a Safe and Engaging School Environment That Learners Are Excited About	All	No				Ongoing	$49,920	$15,534	$65,454	$0	$0	$0	$65,454	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$778,750.00	$299,273.00	38.43%	0.00% - No Carryover	38.43%	$299,273.00	0.00%	38.43%	**Total:**	$299,273.00
								LEA-wide Total:	
								Limited Total:	$36,505.00
								Schoolwide Total:	$262,768.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$24,985.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils (repeated expenditure, Goal 1, Action 3)	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$0.00	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,225.00	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	$36,505.00	0.00%
3	3	Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$231,558.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$855,926.00	$610,185.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed and Appropriately Assigned Staff	No	$451,851.00	$206,899.00
1	2	High Needs Support Team	Yes	$75,195.00	$144,616.00
1	3	Access to Standards-Aligned Instructional Materials	No	$7,919.00	$11,455.00

1	4	School Facilities	No	$189,213.00	$66,571.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
1	6	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$4,545.00
1	7	Professional Learning	No	$101,250.00	$4,581.00
1	8	Staff Recruitment and Retention	No	$2,500.00	$2,500.00
1	9	Learner Outreach and Retention (repeated expenditure, Goal 1, Action 8)	No	$0.00	$0.00
1	10	High School Course Access (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
1	11	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 1)	No	$0.00	$15,000.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
2	3	EL Learner Achievement	Yes	$15,785.00	$5,074.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$109,574.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$0.00
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$0.00
2	7	Individual Learning Plan	No	$0.00	$0.00

		(ILP) (repeated expenditure, Goal 1, Action 3)			
2	8	Other High School Outcomes (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
3	1	Educational Partners (repeated expenditure, Goal 3, Action 2)	No	$0.00	$0.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	No	$0.00	$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$8,694.00
3	7	School Attendance	No	$12,213.00	$11,142.00
3	8	School Climate (repeated expenditure, Goal 3, Action 7)	No	$0.00	$12,224.00
3	10	Learner Engagement (repeated expenditure, Goal 3, Action 8)	No	$0.00	$7,310.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$272,503.00	$90,980.00	$272,503.00	($181,523.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	High Needs Support Team	Yes	$75,195.00	$144,616.00	0.00%	0.00%
1	6	ELD Implementation of State Standards (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$4,545.00	0.00%	0.00%
2	3	EL Learner Achievement	Yes	$15,785.00	$5,074.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$109,574.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$0.00	0.00%	0.00%
2	6	EL Reclassification (repeated expenditure, Goal 1, Action 6)	Yes	$0.00	$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 3, Action 4)	Yes	$0.00	$8,694.00	0.00%	0.00%

2023-2024 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$770,438.00	$272,503.00	0.00%	35.37%	$272,503.00	0.00%	35.37%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

Empower Generations

	FY23/24 Estimated Actuals	FY24/25 Preliminary Budget	FY25/26 PB MYP	FY26/27 PB MYP
	79/62.50	79/62.50	99/75	99/75
Supplemental	272,503	299,273	329,056	283,172
REVENUE				
Principal Apportionment				
8011 - State Funding - Current Year LCFF	970,532	1,001,736	1,124,060	1,115,764
8012 - State Funding - EPA	12,500	12,500	14,000	14,000
8019 - State Funding - Prior Years	0	0	0	0
8096 - State Funding - Property Taxes	31,746	31,746	35,555	35,555
Total Principal Apportionment	1,014,778	1,045,982	1,173,615	1,165,319
Federal Revenue				
8181 - Federal Special Education - Entitlement	13,785	11,760	11,760	11,760
8220 - Federal Child Nutrition Programs	0	0	0	0
8290 - Federal Revenue - All Other Federal Revenue	37,811	38,567	39,339	40,126
8291 - Federal Revenue - Other Revenue	16,020	0	0	0
Total Federal Revenue	67,616	50,327	51,099	51,886
Other State Revenue				
8311 - Other State Apportionments - Special Education	54,019	54,022	54,022	54,022
8312 - Other State Apportionments - Special Education Mental Health	0			
8313 - Other State Apportionments - Facilities Reimbursement	0	0	0	0
8319 - Other State Apportionments - Prior Year	0	0	0	0
8520 - State Child Nutrition	0	0	0	0
8530 - State Child Development Program	0	0	0	
8550 - State Mandated Costs	3,280	3,485	4,304	4,437
8560 - State Lottery	15,563	15,563	18,675	18,675
8590 - All Other State Revenues	189,791	95,622	78,622	51,715
Total Other State Revenue	262,652	168,691	155,623	128,849
Other Revenue				
8631 - Sale of Equipment and Supplies	0	0	0	0
8632 - Sale of Publications	0	0	0	0
8634 - Food Service Sales	0	0	0	0
8639 - All Other Sales	0	0	0	0
8640 - After School Care	0	0	0	0
8645 - Student Activities	0	0	0	0
8645 - Student Activities	0	0	0	0
8650 - Leases and Rentals	0	0	0	0
8655 - Facilities Use	0	0	0	0
8660 - Interest	0	0	0	0
8672 - Nonresident Student (Exchange, etc)	0	0	0	0
8680 - Service Fees	0	0	0	0
8682 - Start-Up Reimbursements	0	0	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0	0	0
8690 - Misc Local Income	1,510	1,500	1,500	1,500
8699 - All Other Local Revenue	1,467	901	901	901
8705 - Camp Income	0	0	0	0
8710 - Vendor Program & Online Classes	0	0	0	0
8715 - PreSchool Tuition	0	0	0	0
8721 - Special Education SELPA Transfers	0	0	0	0
8810 - Family Giving Donations	0	0	0	0
8820 - Private & Corporate Donations	0	0	0	0
8830 - Fundraising	1,800	5,000	5,000	5,000
8840 - Grants		225,625	184,813	184,813
8999 - Unallocated Income		96,163		
Total Other Revenue	4,777	329,189	192,214	192,214
Total Revenue	1,349,823	1,594,190	1,572,551	1,538,268
Expenditures				
Certificated Salaries				

Empower Generations

	FY23/24 Estimated Actuals	FY24/25 Preliminary Budget	FY25/26 PB MYP	FY26/27 PB MYP
1110 - Credentialed Teacher Salaries	8,683	0	0	0
1120 - Credentialed Home Study Teacher Salaries	143,495	137,606	138,982	140,372
1130 - Credentialed Education Specialist Salaries (SpEd)	33,965	75,000	75,750	76,508
1140 - Credentialed Elective Teacher Salaries	0	0	0	0
1150 - Credentialed Substitute Teacher Salaries	0	0	0	0
1190 - Credentialed After School/Extra Duty Salaries	0	0	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	38,176	25,453	25,708	25,965
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0	0	0
1230 - Credentialed Academic Counseling Salaries	13,000	38,180	38,562	38,947
1310 - Credentialed Directors	90,600	137,700	139,077	140,468
1320 - Credentialed Student Support Coordinators (SpEd)	0	0	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0	0	0
1930 - Credentialed Other Support	0	0	0	0
Total Certificated Salaries	327,919	413,940	418,079	422,260
Classified Salaries				
2110 - Classified Elective Salaries	10,353	72,960	73,690	74,426
2120 - Classified Classroom Aide Salaries	21,391	0	0	0
2130 - Classified Substitutes	0	0	0	0
2140 - Classified Intern Teacher Salaries	0	0	0	0
2150 - Classified Online Teacher	0	0	0	0
2160 - Classified Learner Services	0	0	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	20,349	33,600	33,600	33,600
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0	0	0
2230 - Classified Academic Counseling Salaries	0	0	0	0
2310 - Classified Directors	23,420	0	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	61,528	127,746	129,023	130,314
2910 - Classified CARE Team Yard Duty Salaries	0	0	0	0
2920 - Classified After School Misc Salaries	0	0	0	0
2930 - Classified After School Care Salaries	0	0	0	0
2940 - Classified Food Services Salaries	0	0	0	0
2950 - Classified Facilities/Maintenance Salaries	11,085	16,848	16,848	16,848
2960 - Classified Preschool Aide Floater	0	0	0	0
2985 - Classified Educational Coaches	0	0	0	0
2990 - Classified Health Office Support (Nurse)	0	0	0	0
Total Classified Salaries	148,125	251,154	253,161	255,188
Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	53,963	79,062	79,853	80,652
3102 - State Teachers' Retirement System - Classified positions	0			
3201 - Public Employees' Retirement System - Credentialed positions	0	0	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0	0	0
3301 - OASDI (Social Security) - Credentialed positions	0	0	0	0
3302 - OASDI (Social Security) - Classified positions	7,927	15,572	15,696	15,822
3311 - Medicare - Credentialed	4,015	6,002	6,062	6,123
3312 - Medicare - Classified	1,854	3,642	3,671	3,700
3401 - Health & Welfare Benefits - Credentialed positions	36,740	38,577	40,506	42,531
3402 - Health & Welfare Benefits - Classified positions	26,286	27,600	28,980	30,429
3501 - State Unemployment Insurance - Credentialed positions	1,689	2,170	2,170	2,170
3502 - State Unemployment Insurance - Classified positions	1,628	1,845	3,472	3,472
3503 - Federal Unemployment Insurance - Credentialed positions	0	0	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0	0	0
3601 - Worker Compensation Insurance - Credentialed positions	3,544	4,139	4,181	4,223
3602 - Worker Compensation Insurance - Classified positions	1,763	2,512	2,532	2,552
3701 - Retiree Benefits - Credentialed positions	0	0	0	0
3702 - Retiree Benefits - Classified positions	0	0	0	0
3801 - PERS Reduction - Credentialed positions	0	0	0	0
3802 - PERS Reduction - Classified positions	0	0	0	0

Empower Generations	FY23/24 Estimated Actuals	FY24/25 Preliminary Budget	FY25/26 PB MYP	FY26/27 PB MYP
3901 - Other Benefits - Credentialed positions	0	0	0	0
3902 - Other Benefits - Classified positions	0	0	0	0
Total Employee Benefits	139,408	181,120	187,122	191,673
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	0	7,200	5,000	5,000
4120 - Core Curriculum - Software & Programs	4,673	1,600	1,600	1,600
4130 - Other Curriculum	0	3,500	3,500	3,500
4210 - Professional Development References	32	0	0	0
4220 - Other Books & References	103	125	125	125
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	1,883	10,000	2,500	2,500
4310 - Science Supplies	220	500	250	250
4315 - Art Supplies	0	0	0	0
4317 - Assessment Supplies	0	0	0	0
4320 - PE Supplies	0	0	0	0
4325 - Custodial Supplies	1,633	3,700	2,000	2,000
4330 - Health & Safety	222	300	300	300
4335 - Home Study Stipend	0	0	0	0
4340 - Office Supplies	695	1,900	1,900	1,500
4345 - Printing & Reproduction Supplies	288	400	400	400
4350 - Spiritwear	0	0	0	0
4355 - Facilities Supplies	644	1,200	1,000	1,000
4410 - Classroom Furniture & Equipment	430	500		
4420 - NonClassroom Furniture & Equipment	79	0	0	0
4430 - IT Equipment & Supplies	17,428	3,550	4,000	0
4710 - Vended Food Service	132	0	0	0
4720 - Food Supplies	0	0	0	0
4730 - Catering Supplies	0	0	0	0
4740 - Cafe Other Supplies	31	0	0	0
Total Books and Supplies	28,493	34,475	22,575	18,175
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	0	20,000	20,000	20,000
5220 - Travel for Intersite Business - Mileage*	0	200	200	202
5230 - Conference & Workshop Registration Fees	0	3,757	1,000	1,010
5240 - Professional Development - Meetings & Collaborations	10,753	1,200	1,200	1,212
5310 - Professional Dues, Memberships, and Subscriptions	4,455	4,548	4,548	4,593
5410 - Liability Insurance	10,172	14,856	14,856	15,005
5420 - Other Insurance	0	0	0	0
5510 - Utilities - Electricity	8,167	11,000	10,000	10,000
5520 - Utilities - Gas	2,764	4,000	3,000	3,000
5530 - Utilities - Water	0	0	0	0
5540 - Utilities - Trash	0	0	0	0
5550 - Operations - Janitorial Services	0	0	0	0
5560 - Operations - Security	2,306	4,000	4,000	4,000
5570 - Utilities - Other	0	0	0	0
5610 - Rent - Facilities Rent and CAM Charges	165,898	171,500	173,215	174,947
5620 - Leases	0	0	0	0
5630 - Repairs & Maintenance - Facilities	1,989	2,000	1,500	1,515
5640 - Repairs & Maintenance - Elevator Service	0	0	0	0
5650 - Repairs & Maintenance - Auto	0	0	0	0
5660 - Repairs & Maintenance - Other Equipment	0	285	0	0
5710 - Transfers of Direct Costs	0	0	0	0
5750 - Transfers of Direct Costs - Interfund	0	0	0	0
5801 - Professional Services - Service Fees	91,959	96,557	101,385	106,454
5802 - Professional Services - District Oversite Fees	10,147	10,460	10,460	10,564
5803 - Professional Services - Business Services	4,043	4,043	4,043	4,083
5804 - Professional Services - Auditing & Tax Preparation	12,150	12,150	12,150	12,272
5805 - Professional Services - Payroll Fees	2,253	2,253	2,253	2,276

Empower Generations	FY23/24 Estimated Actuals	FY24/25 Preliminary Budget	FY25/26 PB MYP	FY26/27 PB MYP
5806 - Professional Services - Consultant Fees	13,534	38,000		0
5807 - Professional Services - BTSA	3,100	3,100	3,100	3,131
5808 - Professional Services - Legal Fees	6,618	6,618	5,000	5,000
5809 - Professional Services - Shared/Leased Employees	20,575	20,575	20,575	20,575
5810 - Contra Account - Shared Employees Reimbursement	0	0	0	0
5811 - Professional Services - Course Development	0	0	0	0
5820 - Professional Services - Contributions/Donations	0	0	0	0
5822 - Operating Expenditures - Licenses & Other Fees	1,246	1,246	1,246	1,259
5823 - Operating Expenditures - Fingerprinting Fees	0	0	0	0
5824 - Operating Expenditures - Fundraising & Grantwriting	15,000	0	0	0
5825 - Operating Expenditures - Banking Charges & Fees	2,035	2,035	2,035	2,035
5826 - Operating Expenditures - Interest	146	0	0	0
5827 - Operating Expenditures - Other Benefit Fees	134	134	134	134
5828 - Operating Expenditures - Staff Recruitment	0	0	0	0
5829 - Operating Expenditures - Events	2,042	100	100	100
5830 - Operating Expenditures - Marketing & Advertising	2,968	14,000	10,000	10,000
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	418	500	500	0
5840 - Operating Expenditures - Software Licenses	935	1,990	1,990	1,000
5850 - Student Services Expenditures - Student Information System	12,031	12,031	12,031	12,152
5851 - Student Services Expenditures - Student Assessment Services	0	0	0	0
5852 - Student Services Expenditures - Special Education Contracted Services	166,672	162,029	162,029	163,649
5853 - Student Services Expenditures - Student & Group Activities	10,150	28,500	10,000	10,000
5854 - Student Services Expenditures - Electives & Enrichment	1,200	0	0	0
5855 - Student Services Expenditures - Substitutes	0	0	0	0
5910 - Telephone & Fax	1,617	1,617	1,617	1,633
5915 - Cell Phones	0	0	0	0
5920 - Internet Services	16,213	5,368	6,000	6,060
5925 - Website/Communication Fees	97	0	0	0
5930 - Freight Expense	0	0	0	0
5940 - Postage Expense	124	124	124	126
Total Services and Operating Expenditures	603,911	660,778	600,292	607,987
Total Expenditures	1,247,857	1,541,467	1,481,230	1,495,283
Depreciation	29,820	29,820	29,820	29,820
ROU				
NET INCOME	72,147	22,903	61,501	13,165

CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

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

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

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

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	970,532	1,001,736		1,001,736	31,204
Education Protection Account - Current Year	8012	12,500	12,500		12,500	0
State Aid - Prior Years	8019	0			0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	31,746	31,746		31,746	0
Other LCFF Transfers	8091, 8097				0	0
Total, LCFF Sources		**1,014,778**	**1,045,982**		**1,045,982**	**31,204**
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290				0	0
Special Education - Federal	8181, 8182	13,785		11,760	11,760	(2,025)
Child Nutrition - Federal	8220				0	0
Other Federal Revenues	8290	53,831	38,567		38,567	(15,264)
Total, Federal Revenues		**67,616**	**38,567**	**11,760**	**50,327**	**(17,289)**
3. Other State Revenues						
Special Education - State	StateRevSE	54,019		54,021	54,021	2
Child Nutrition Programs	8520				0	0
Mandated Costs Reimbursements	8550	3,280	3,485		3,485	205
Lottery - Unrestricted and Instructional Materials	8560	15,563	11,151	4,412	15,563	0
Low Performing Student Block Grant	8590	189,791		95,622	95,622	(94,169)
All Other State Revenues	StateRevAO				0	0
Total, Other State Revenues		**262,653**	**14,636**	**154,055**	**168,691**	**(93,962)**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	4,776			0	(4,776)
All Other Local Revenues	LocalRevAO		329,190		329,190	329,190
Total, Local Revenues		**4,776**	**329,190**	**0**	**329,190**	**324,414**

5.	**TOTAL REVENUES**		**1,349,823**	**1,428,375**	**165,815**	**1,594,190**	**244,367**
B.	**EXPENDITURES**						
1.	Certificated Salaries						
	Teachers' Salaries	1100	186,144	212,606		212,606	26,462
	Certificated Pupil Support Salaries	1200	51,175		63,634	63,634	12,459
	Certificated Supervisors' and Administrators' Salaries	1300	90,600	137,700		137,700	47,100
	Other Certificated Salaries	1900				0	0
	Total, Certificated Salaries		**327,919**	**350,306**	**63,634**	**413,940**	**86,021**
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	31,744	72,960		72,960	41,216
	Non-certificated Support Salaries	2200	20,349		33,600	33,600	13,251
	Non-certificated Supervisors' and Administrators' Sal.	2300	23,420			0	(23,420)
	Clerical and Office Salaries	2400	61,528	97,746	30,000	127,746	66,218
	Other Non-certificated Salaries	2900	11,084	16,848		16,848	5,764
	Total, Non-certificated Salaries		**148,125**	**187,554**	**63,600**	**251,154**	**103,029**

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
3. Employee Benefits						
STRS	3101-3102	53,963	66,908	12,154	79,062	25,099
PERS	3201-3202				0	0
OASDI / Medicare / Alternative	3301-3302	13,795	17,328	7,887	25,215	11,420
Health and Welfare Benefits	3401-3402	63,025	65,309	868	66,177	3,152
Unemployment Insurance	3501-3502	3,317	2,679	1,336	4,014	697
Workers' Compensation Insurance	3601-3602	5,308	6,588	64	6,652	1,344
Retiree Benefits	3701-3702				0	0
PERS Reduction (for revenue limit funded schools)	3801-3802				0	0
Other Employee Benefits	3901-3902				0	0
Total, Employee Benefits		**139,408**	**158,812**	**22,309**	**181,120**	**41,712**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	4,673	12,300		12,300	7,627
Books and Other Reference Materials	4200	135	125		125	(10)
Materials and Supplies	4300	5,585	18,000		18,000	12,415
Noncapitalized Equipment	4400	17,937	4,050		4,050	(13,887)
Food	4700	163	0		0	(163)
Total, Books and Supplies		**28,493**	**34,475**	**0**	**34,475**	**5,982**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100				0	0
Travel and Conferences	5200	10,753	22,400	2,757	25,157	14,404
Dues and Memberships	5300	4,455	4,548		4,548	93
Insurance	5400	10,172	14,856		14,856	4,684
Operations and Housekeeping Services	5500	13,236	19,000		19,000	5,764
Rentals, Leases, Repairs, and Noncap. Improvements	5600	167,886	173,785		173,785	5,899

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
Professional/Consulting Services and Operating Expend.	5800	379,358	402,807	13,515	416,322	36,964
Communications	5900	18,051	7,110		7,110	(10,941)
Total, Services and Other Operating Expenditures		**603,911**	**644,506**	**16,272**	**660,778**	**56,867**
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major						0
Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	29,820	29,820	0	29,820	0
Total, Capital Outlay		**29,820**	**29,820**	**0**	**29,820**	**0**
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						0
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		**0**	**0**	**0**	**0**	**0**
8. TOTAL EXPENDITURES		**1,277,676**	**1,405,473**	**165,815**	**1,571,287**	**293,611**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		72,147	22,902	0	22,903	
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		**0**	**0**	**0**	**0**	**0**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		72,147	22,902	0	22,903	0
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	195,939	268,086		268,086	72,147
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0			0	0

c.	Adjusted Beginning Balance		195,939	268,086	0	268,086	
2.	**Ending Fund Balance, Oct 31 (E + F.1.c.)**		**268,086**	**290,988**	**0**	**290,989**	22,903
	Components of Ending Fund Balance:						
	Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	
	Reserve for Stores (equals object 9320)	9712	0	0	0	0	
	Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	
	All Others	9719	0	0	0	0	
	Legally Restricted Balance	9740	0			0	
	Designated for Economic Uncertainties	9770	268,086	290,988		290,988	
	Other Designations	9775, 9780	0	0	0	0	
	Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	
	Undesignated / Unappropriated Amount	**9790**	**0**	**0**	**0**	**1**	

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Empower Generations
CDS #: 19-75309-0134619
Charter Approving Entity: Acton-Agua Dulce Unified School Dsitrict
County: Los Angeles
Charter #: 1836
Fiscal Year: 2024-2025

Description	Object Code	2023-24 (populated from Alternative Form Tab) Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,001,736		1,001,736	1,124,060	1,115,764
Education Protection Account - Current Year	8012	12,500		12,500	14,000	14,000
State Aid - Prior Years	8019	0		0		
Transfer of Charter Schools in Lieu of Property Taxes	8096	31,746		31,746	35,555	35,555
Other LCFF Transfers	8091, 8097	0		0		
Total, LCFF Sources		**1,045,982**		**1,045,982**	**1,173,615**	**1,165,319**
2. Federal Revenues						
No Child Left Behind	8290			0		
Special Education - Federal	8181, 8182		11,760	11,760	11,760	11,760
Child Nutrition - Federal	8220			0	0	0
Other Federal Revenues	8290	38,567		38,567	39,339	40,126
Total, Federal Revenues		**38,567**	**11,760**	**50,327**	**51,099**	**51,886**
3. Other State Revenues						
Special Education - State	StateRevSE		54,021	54,021	54,022	54,022
Child Nutrition Programs	8520			0		
Mandated Costs Reimbursements	8550	3,485		3,485	4,304	4,437
Lottery - Unrestricted and Instructional Materials	8560	11,151	4,412	15,563	18,675	18,675
Low Performing Student Block Grant	8590		95,622	95,622	78,622	51,715
All Other State Revenues	StateRevAO			0		
Total, Other State Revenues		**14,636**	**154,055**	**168,691**	**155,623**	**128,849**
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791			0		
All Other Local Revenues	LocalRevAO	329,190		329,190	192,214	192,214
Total, Local Revenues		**329,190**	**0**	**329,190**	**192,214**	**192,214**
5. TOTAL REVENUES		**1,428,375**	**165,815**	**1,594,190**	**1,572,551**	**1,538,268**
B. EXPENDITURES						

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
1. Certificated Salaries						
Teachers' Salaries	1100	212,606		212,606	214,732	216,880
Certificated Pupil Support Salaries	1200		63,634	63,634	64,270	64,912
Certificated Supervisors' and Administrators' Salaries	1300	137,700		137,700	139,077	140,468
Other Certificated Salaries	1900			0		
Total, Certificated Salaries		**350,306**	**63,634**	**413,940**	**418,079**	**422,260**
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	72,960		72,960	73,690	74,426
Non-certificated Support Salaries	2200		33,600	33,600	33,600	33,600
Non-certificated Supervisors' and Administrators' Sal.	2300			0		
Clerical and Office Salaries	2400	97,746	30,000	127,746	67,226	67,898
Other Non-certificated Salaries	2900	16,848		16,848	16,847	16,848
Total, Non-certificated Salaries		**187,554**	**63,600**	**251,154**	**191,363**	**192,772**
3. Employee Benefits						
STRS	3101-3102	66,908	12,154	79,062	79,853	80,652
PERS	3201-3202			0		
OASDI / Medicare / Alternative	3301-3302	17,328	7,887	25,215	25,429	25,645
Health and Welfare Benefits	3401-3402	65,309	868	66,177	69,486	72,960
Unemployment Insurance	3501-3502	2,679	1,336	4,014	5,642	5,642
Workers' Compensation Insurance	3601-3602	6,588	64	6,652	6,712	6,774
Retiree Benefits	3701-3702			0		
PERS Reduction (for revenue limit funded schools)	3801-3802			0		
Other Employee Benefits	3901-3902			0		
Total, Employee Benefits		**158,812**	**22,309**	**181,120**	**187,122**	**191,673**
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	12,300		12,300	10,100	10,100
Books and Other Reference Materials	4200	125		125	125	125
Materials and Supplies	4300	18,000		18,000	8,350	7,950
Noncapitalized Equipment	4400	4,050		4,050	4,000	0
Food	4700	0		0		
Total, Books and Supplies		**34,475**	**0**	**34,475**	**22,575**	**18,175**
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100			0		
Travel and Conferences	5200	22,400	2,757	25,157	22,400	22,424
Dues and Memberships	5300	4,548		4,548	4,548	4,593
Insurance	5400	14,856		14,856	14,856	15,005
Operations and Housekeeping Services	5500	19,000		19,000	17,000	17,000
Rentals, Leases, Repairs, and Noncap. Improvements	5600	173,785		173,785	174,715	176,462
Professional/Consulting Services and Operating Expend.	5800	402,807	13,515	416,322	359,032	364,684
Communications	5900	7,110		7,110	7,741	7,819
Total, Services and Other Operating Expenditures		**644,506**	**16,272**	**660,778**	**600,292**	**607,987**

6.	Capital Outlay						
	(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
	Land and Land Improvements	6100-6170	0	0	0	0	0
	Buildings and Improvements of Buildings	6200	0	0	0	0	0
	Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
	Equipment	6400	0	0	0	0	0
	Equipment Replacement	6500	0	0	0	0	0
	Depreciation Expense (for accrual basis only)	6900	29,820	0	29,820	29,820	29,820
	Total, Capital Outlay		**29,820**	**0**	**29,820**	**29,820**	**29,820**
7.	Other Outgo						
	Tuition to Other Schools	7110-7143	0	0	0	0	0
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
	All Other Transfers	7280-7299	0	0	0	0	0
	Debt Service:						
	Interest	7438	0	0	0	0	0
	Principal (for modified accrual basis only)	7439	0	0	0	0	0
	Total, Other Outgo		**0**	**0**	**0**	**0**	**0**
8.	**TOTAL EXPENDITURES**		**1,405,473**	**165,815**	**1,571,287**	**1,449,251**	**1,462,687**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		**22,902**	**0**	**22,903**	**123,300**	**75,581**
	Description	**Object Code**	**Preliminary Budget Unrestricted**	**Preliminary Budget Restricted**	**Preliminary Budget Total**	**Totals for 2025-26**	**Totals for 2026-27**
D.	**OTHER FINANCING SOURCES / USES**						
1.	Other Sources	8930-8979	0	0	0	0	0
2.	Less: Other Uses	7630-7699	0	0	0	0	0
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4.	**TOTAL OTHER FINANCING SOURCES / USES**		**0**	**0**	**0**	**0**	**0**
E.	**NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)**		**22,902**	**0**	**22,903**	**123,300**	**75,581**
F.	**FUND BALANCE, RESERVES**						
1.	Beginning Fund Balance						
a.	As of July 1	9791	268,086		268,086	290,989	414,289
b.	Adjustments/Restatements to Beginning Balance	9793, 9795			0	0	0
c.	Adjusted Beginning Balance		268,086	0	268,086	290,989	414,289
2.	**Ending Fund Balance, Oct 31 (E + F.1.c.)**		**290,988**	**0**	**290,989**	**414,289**	**489,869**
	Components of Ending Fund Balance:						

Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740			0	0	0
Designated for Economic Uncertainties	9770	0		0	414,289	489,869
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	0	0	1	(0)	0

Empower Generations
Single Plan for Student Achievement 2024-2025

School Name: Empower Generations

About the School: Empower Generations is a free public charter that supports pregnant and parenting and at-promise teens to meet their individual goals through a whole-person, whole-family approach. Empower Generations provides learners with a safe and nonjudgmental environment to explore and gain confidence amid the unique challenge of young parenthood and life as a teen. The school welcomes pregnant and parenting high school learners and their young children as well as at-promise teens seeking a more personalized and supportive approach to obtaining a high school diploma and preparing for college and career onto campus two to three days per week for group and individual advisory, workshops, and one-on-one support. With clear and personalized guidance, learners determine their course of study and method of obtaining graduation requirements, including internships, online courses, independent study, and one-on-one support. Learners realize their potential as confident parents, engaged learners, and active community members while working toward a high school diploma and gaining invaluable real-life experience.

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

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

CDS Code:
19 75309 0134619

SSC Approval Date: June 5, 2023
Local Board Approval Date:

Purpose

The purpose of this plan is for schoolwide support and improvement for learners falling below proficient in English

Language Arts and Math.

The school Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with Empower Generations' Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members.

The school receives Federal Title I, Title II, and Title IV funding from the Federal government. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.

ESSA Requirements

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, Board parents, and school leaders will review the SPSA and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement

The annual SPSA process starts in the spring for the following school year and is finalized in the fall after initial learner assessment data is analyzed. The school utilizes numerous ways to obtain feedback and input for the development of the Single Plan for Student Achievement (SPSA) plan. The SPSA is reviewed and input is welcomed by the learners, staff, parents, Board Members, and community members. Staff reviews and analyzes the SPSA through staff meetings. A School Site Council meeting is held to review, give input, and approve the plan before going to the School Board Members for approval.

Resource Inequities

At Empower Generations there are many opportunities available to increase the academic performance of learners. A root cause analysis of Empower Generation's California Dashboard data showed no resource inequities. However, Empower identified the following areas for improvement and will work to improve the following:

Chronic Absenteeism is higher in Hispanic/Latino sub group at 57.9%

Graduation rate in low socioeconomic sub group at 21.4% opposed to overall grad rate of 38.1%

100% of African Americans did not meet standard on 2021-2022 CAASPP ELA

100% of English Learners did not meet standard on 2021-2022 CAASPP ELA

Goals, Strategies, Expenditures

Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.

Identified Need	There is a need to increase academic achievement in ELA based on internal NWEA MAP scores and CAASPP.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2024 overall CGI: **0.19**	Meet or exceed 0 on Spring 2025 CGI

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
ELA Intervention	Identified learners falling below State proficiency levels based	Designated credentialed teacher/facilitator to provide intervention strategies for identified learners falling below State proficiency levels. This employee will	$12,804	Title I

	on Fall MAP data.	design, implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.		

Annual Review	
SPSA Year Reviewed: 2023-2024	**Summary:** Empower Generations Care Team and Facilitators worked to implement an ELA intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Care Team and Facilitators worked with targeted learners during instructional time in small groups and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math and ELA goals. NWEA MAP data was used to design individual lessons and practice for learner's based on their skill development needs. **Empower Generations greatly increased their Math CGI score to 0.19 which met the goal of 0 or greater set last year.**
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. A minor difference was that staff identified as Title I staff to work with learners changed mid-year. Staff were trained, and all necessary documentation was completed in order to ensure that no gap in intervention services to targeted learners occurred.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.

Goals, Strategies, Expenditures

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in math.	
Identified Need	There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.

Annual Measurable Outcomes		
Metric	**Baseline**	**Expected Outcome**
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Spring 2024 overall CGI: 0.33	Meet or exceed 0 on Spring 2025 CGI

Strategies/Activities				
Activity	**Learners to Be Served**	**Strategy/Activity Description**	**Expenditures**	
			Amount(s)	**Funding Source(s)**
Math Intervention	Identified learners falling below State proficiency levels based on Fall MAP data.	Designated credentialed teacher/facilitator to provide intervention strategies for identified learners falling below State proficiency levels. This employee will design, implement, and monitor strategies and activities to support Math learning in alignment to California State Standards.	$12,803	Title I

Annual Review	
SPSA Year Reviewed: 2023-2024	**Summary:** Empower Generations Care Team and Facilitators worked to implement an ELA intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the	Care Team and Facilitators worked with targeted learners during instructional time in small groups and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math and ELA goals. NWEA MAP data was used to

strategies/activities to achieve the articulated goals.	design individual lessons and practice for learner's based on their skill development needs. **Empower Generations greatly increased their Math CGI score to .33 which met the goal of 0 or greater set last year.**
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. A minor difference was that staff identified as Title I staff to work with learners changed mid-year. Staff were trained, and all necessary documentation was completed in order to ensure that no gap in intervention services to targeted learners occurred.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.

Goal 3: Improve the quality and effectiveness of facilitators, school director and leaders, and other staff to better meet the needs of learners through ongoing professional development.				
Identified Need	Empower Generations has a high percentage of learners with adverse childhood experiences, and the staff have requested to be trained and implement trauma-informed practices as a social-emotional strategy and to maintain learner engagement to reduce chronic absenteeism			
Annual Measurable Outcomes				
Metric		**Baseline**		**Expected Outcome**
Professional Development - trauma-informed practices		20% of facilitators and care team providers trained		100% staff trained
Strategies/Activities				
Activity	**Learners to Be Served**	**Strategy/Activity Description**	**Expenditures**	
			Amount(s)	**Funding Source(s)**
Training and staff	All	Facilitators and care team will attend training	$2,868	Title II

professional development				
Increase engagement	All	Provide hotspots for learners so they can connect when not at the studio	10,000	Title IV

Budget Summary	
Description	**Amount**
Total Funds Provided to the School Through the Consolidated Application	$38,475
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$38,475
Total of federal Title Funds for this school	$38,475

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing learner achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving learner group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved learners. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of learners in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, learners, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, learner advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, learners, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports learner success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific learner groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific learner group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which learners will benefit from the strategies/activities by indicating "All Students" or listing one or more specific learner group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the learner groups to be served shall include the learner groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all learners or the learner group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving learner achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all learners in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of learners and groups of learners who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of learner groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of learners to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all learners demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve learners' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of learners in meeting the State's academic standards, particularly for those learners who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of learners in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that learners who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those learners' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those learners.

G. For an elementary school, a description of how the school will assist preschool learners in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, facilitators, and parents) to locally develop and implement the CSI plan for the school to improve learner outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including learner performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, facilitators, and parents) the school shall develop and implement a school-level TSI plan to improve learner outcomes for each subgroup of learners that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including learner performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

empower Generations

Educating the whole family today,
empowering the generations of tomorrow!

Empower Generations

Single Plan for Student Achievement

Federal Title Money Spending Plan 2024-2025

TITLE FUNDING: I, II, IV

	Title I Academic intervention (people)	Title II Staff training and support (professional development)	Title IV Well Rounded Education (SEL, tech, barriers to learning)	
2023-2024:	$25,105	$2,812	$10,000	total: $37,917
Expected 2024-2025:	$25,607	$2,868	$10,000	total: $38,475

This Year's Program

Successes

- MAP Scores show growth - Met or exceeded CGI scores of 0 or greater!
- Intervention Reading Program
- Hotspots provided for learners

Areas for Growth

- Continue progress toward Math/ELA achievement

EG CGI's are great!
Math 0.33
Reading 0.19

empower Generations

Educating the whole family today, empowering the generations of tomorrow!

Empower Generations
Prop 28
Annual Review of Plan and Fiscal Update

Prop 28 Overview

In November, Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act was successfully passed by California voters. This measure mandates the establishment of ongoing support for arts instruction in schools starting from the academic year 2023-2024. Specifically, one percent of the K-12 portion of the Proposition 98 funding guarantee from the previous fiscal year, excluding funding allocated for the Arts and Music in Schools (AMS) program, will be earmarked for this initiative.

Funding Allocation

The California Department of Education (CDE) will determine the allocation of grants to individual school sites on an annual basis. Subsequently, each school will have the autonomy to decide which arts education programs they wish to offer. In this decision-making process, school leaders will collaborate with teachers, families, and students, ensuring that the choices made best serve the unique needs of their local school community.

Purpose of These Funds

The funds from Proposition 28 can be utilized for a wide range of arts education purposes. These include, but are not limited to, providing instruction and training, acquiring necessary supplies and materials, and establishing partnerships with arts organizations for enhanced educational programs. The supported art forms include dance, media arts, music, theater, and visual arts, which may involve folk art, painting, sculpture, photography, craft arts, creative expression (such as graphic arts and design), computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. Prop 28 funding is intended to expand existing arts education at all school sites.

For any LEA/School serving more than 500 learners,
80% of funds must be expended on Personnel

Use of these funds 23/24

Allocation: $13,813

Expected Expenditure: $13,813

Each years allocated funds can be rolled over for 3 years

Program: This year EG utilized a vendor, Johnnie Irving, for their art program

Personnel Funded: 0

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Empower Generations District CDS Code: 19753090134619

Name of County: Los Angeles County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/27/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ◯ Yes ◯ No

If no, explain._____

Does your agency participate in a Commission-approved college or university internship program? ◯ Yes ◯ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

2024-2025
Family Guidebook

Free To Think. Inspired To Lead.

TABLE OF CONTENTS

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INTRODUCTION

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

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

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

The program includes three essential components:

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

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

Your experience as a parent at Empower Generations may also be different from what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent programs. We encourage and depend upon our parents to be actively engaged both in and outside of their learner's classroom. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's Guide, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

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

SECTION 1:
iLEAD SCHOOLS EDUCATIONAL OVERVIEW
OUR MISSION AND VALUES

iLEAD Schools Mission Statement
Free to Think. Inspired to Lead.

Vision Statement

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

Schoolwide Learner Outcomes

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

i-LEAD by being a/an…

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

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

Authentic Individual
I am true to myself, my personality, values, beliGuides, and principles.

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

OUR METHODOLOGY

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

Individualized Learning

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

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

Project-Based Learning (PBL)

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

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

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

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

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

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

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

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

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

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

Not just knowing but also DOING
PBL allows learners to apply their learning in real-world scenarios.

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

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

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

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

What is PBL? and PBL Outcomes from Buck Institute

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

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

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

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

CURRICULUM

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

Global Understanding

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

Engaging Curriculum

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

Multi-age Groupings/Cohorts

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

California State Academic Standards

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

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

Advisory

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

California Healthy Youth Act:

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

Parents or legal guardians have the right to:

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

English Learners Identification Notice

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

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

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

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

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

INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

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

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

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

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:00pm

***Front Desk Phone Number**:* 661.429.3264

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

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

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

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting info@empowergenerations.org.

SECTION 3:
DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

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

In order to keep the learners and families safe during the valet process, we ask that you follow these parking lot procedures when driving your child to the Empower Generations Studio:

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

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

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

MASTER AGREEMENT AND ASSIGNMENT WORK RECORD (AWR)

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, Guide, and Education Specialist (as needed) on or before the learner's start date. In addition to the Master Agreement, learners complete the work and activities on their Assignment Work Record (AWR) as assigned by their guide each learning period. The primary goal of the AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Master Agreement Addendum

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

Course Load

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

Master Agreement. Prior approval is necessary for more than seven courses listed on the Master Agreement.

Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension. All course extension requests must be submitted to the academic counselor two weeks prior to the end of the term and are only granted for emergency health or family circumstances. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame.

Attendance

As an independent study program of public charter school, Empower Generations has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement**: Learners must be engaged in assigned educational activities listed on the Assignment Work Record on every school day listed on the school calendar (found at https://empowergenerations.org). If a learner does not engage in an assigned educational activity listed on the Assignment Work Record on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.

2. **Time Value**: Learners must complete, show, and discuss the body of work with their guide in all academic subjects as assigned on the Assignment Work Record. Generally, the Assignment Work Record will reflect about an hour of work per subject per day. If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the guide takes into consideration both engagement and time value and must claim the lesser of the two.

TRUANCY AND COMPLIANCE

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from Empower Generations' Independent Study Program.

Per California Education Code Section 51747, the governing board of Empower Generations maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

INADEQUATE PROGRESS

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

Evaluation After Truancy

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

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

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

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

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

1) Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner’s disability

2) Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the School’s failure to implement the IEP or Section 504 Plan, as applicable

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the student’s disability and the School will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education. If the answer to either (1) and (2), above, is no,

then the learner may be removed from independent study consistent with this policy. This meeting may be combined with the Evaluation at the discretion of the School.

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

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

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

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
    1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
    2. Due to quarantine under the direction of a county or city health officer.
    3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
    4. For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than five days if the service is conducted outside California.
    5. For the purpose of jury duty in the manner provided for by law.
    6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian, including absences to care for a sick child, for which the school shall not require a note from a doctor.

7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school.
10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
14. (14) 1. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

b) (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The guide of the class from which a pupil is absent shall determine which tests and assignments shall be

reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

c) (c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

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

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

Chronic Absenteeism

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

Illness at Empower Generations

Any child who becomes ill while at Empower Generations Learning Studio will be taken to the front office and parents/guardians will be called to pick up their sick child. The child needs to be fever-free for 24 hours before returning to school. If a child needs to take prescription medication on a temporary or permanent basis while at school site or activity, an authorization to administer medication must be on file at the school. This form is available on the web-site: https://empowergenerations.org.

Drinking Water

Water plays an important role in maintaining a learner's overall health. Learners, guides and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus.

SCHOOL LUNCH PROGRAM

Empower Generations offers a school lunch program. Empower Generations offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2022–23 schools serving learners in grades TK–12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. Please see the Empower Generations website at https://empowergenerations.org.

TRANSPORTATION

Empower Generations does not provide transportation. Families need to arrange their own transportation to and from campus/studio. Field Studies participation includes transportation details

and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

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

LOTTERY GUIDELINES

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

SECTION 4:
LEARNER CONDUCT

EXPECTATIONS FOR SCHOOL BEHAVIOR

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

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

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

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents are encouraged to participate in the Love and Logic® courses offered at Empower Generations throughout the year.

CONSEQUENCES

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

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

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse bGuideore it becomes a larger issue. A rGuidelection time may take place in the office or outside of a classroom.

- **A respectful, related consequence:** This step allows the flexibility for a child or adult to create consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **Meet with the Administrator:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

SUSPENSION/EXPULSION PROCEDURES

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

Suspension

- The school administrator or administrative designee can suspend a child.
- A learner shall not be suspended from school or recommended for expulsion, unless the school administrator or designee in which the pupil is enrolled determines that the learner has committed an act as defined pursuant to any of subdivisions of EC 48900 (a) to (r).
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference bGuideore the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their dGuideense.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

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

Expulsion

- Only the School Director can recommend expulsion. EDN 48900
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.

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

Requirement of Parent/Guardian School Attendance

Guides may require the parent or guardian of a learner who has been suspended by a guide to attend a portion of that school day in their learner's classroom. The attendance of the parent or guardian will be limited to the class from which the learner was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement, if the parent or guardian has given reasonable notice to his/her employer.

Emergency Removal

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

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

Testing

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

- MAP (Measures of Academic Progress) Growth Tests in ELA, Language, Math, and Science*: Grades 9-12, administered in the fall and spring
- CAASPP (California Assessment of Student Performance and Progress): Grades 11 and 12 (as needed) in the spring.
- CAST Science (California Science Test): Grades 11 and 12 (as needed) in the spring.
- Physical Fitness Test: Grade 9 during the second semester.

**Internal benchmark testing is a program requirement to determine academic placement. Intervention is an elective requirement if students are below current grade level.*

Academic Dishonesty

The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas or using Artificial Intelligence (AI) to generate your assignments and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed. Plagiarized assignments will receive a zero and learners may not be given an opportunity to resubmit the assignment. Repeated offenses will result in the need for an Academic Honesty Contract and a follow up meeting to determine if independent study is an appropriate placement for the learner.

Student Search

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

Electronic Nicotine Delivery Systems (E-Cigarettes)

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

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

Release of Learner to Peace Officer

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

Parent/Guardian Responsibility

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

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

SECTION 5:
LEARNING PERIOD EXPECTATIONS

ASSIGNMENT WORK RECORD (AWR)

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

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

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

Instructional Time Requirements (CDE)		
Grade	**Min/Year**	**Average Daily**
9th - 12th	64,800 min	370 min/day

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

LEARNING PERIOD MEETINGS

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

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

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

MONTHLY WORK SAMPLES

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

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

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

LEARNING LOG

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

Learning Period (LP) End Dates			
LP1	8/13/24-9/13/24	**LP6**	2/10/25-3/7/25
LP2	9/16/24-10/18/24	**LP7**	3/10/25-3/28/25

LP3	10/21/24-11/15/24	**LP8**	4/8/25-5/2/25
LP4	11/18/24-12/20/24	**LP9**	5/5/25-6/6/25
LP5	1/14/25-2/7/25		

SYNCHRONOUS INSTRUCTION AND DAILY LIVE INTERACTION

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

SECTION 6:

TECHNOLOGY

ELECTRONICS

At Empower Generations, technology is a powerful learning, collaboration, and creativity tool. This policy outlines the guidelines for responsible and ethical use of technology resources, including cell phones, tablets, Chromebooks, Artificial Intelligence (AI), and the Internet. Following these guidelines can create a safe and positive learning environment for all learners and staff.

Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and additional consequences may ensue.

INTERNET USAGE

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

NETWORK USE GUIDELINES

Empower Generations' computers provide access to the internet, filtered to protect students from inappropriate content at the network level. We train students on responsible internet use and require both students and parents/guardians to sign a "Network Use Guidelines" agreement.

Equipping our learners with the skills to thrive in the 21st century demands providing them with access to technology, and this is reflected in the integration of computers and educational software into every classroom curriculum. Learners will have email access with filtering and built in restrictions; Empower Generations employs strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act and COPPA (Children's Online Privacy Protection Act). -While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that Empower Generations remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The Guides/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. Empower Generations takes no

responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

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

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

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

NETIQUETTE (Network Étiquette)

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

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

SUPERVISION AND MONITORING

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

CYBERBULLYING

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

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

ACADEMIC DISHONESTY AND AI:

Empower Generations encourages responsible use of AI tools for learning and exploration. Learners must use AI ethically and avoid plagiarism or other forms of academic dishonesty. AI tools should be used to enhance learning, not replace critical thinking.

SECTION 7:

HIGH SCHOOL

GENERAL OVERVIEW

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

GRADUATION REQUIREMENTS

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

UC/CSU A-G Path

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

Basic Path

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

Exemptions

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

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

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

- Complete a 5th year at Empower Generations in order to meet Empower Generations diploma

requirements, OR

- Complete the Empower Generations Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

Certificate of Completion

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

Golden State Seal

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

Biliteracy Seal

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

Work-Based Learning and Internships

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

Empower Generations Graduation Requirements

	Basic Graduation Requirements	**UC/CSU Path** need a grade of C or better	**Competencies**	**Certificate of Completion (COC) (EC section 56390)**
Social Science	3 years (30 credits) ❏ 1 year US History ❏ 1 year World History ❏ 1 semester Government ❏ 1 semester Economics	a. 3 years (30 credits) ❏ 1 year US History ❏ 1 year World History ❏ 1 semester Government ❏ 1 semester Economics	Understanding Ethical Issues Global Research & Analysis Civic Responsibility Through Local Policies Social History Through Interviews	Empower Generations/Innovation Studios may award a learner with a disability a COC if the following requirements, (a), (b), or © are met: a. The learner has satisfactorily completed a prescribed alternative course of study approved by the governing board of Empower

English	3 years (4 recommended) (30 credits)	b. 4 years (40 credits)	Persuasion (ethos, logos, pathos) Powerful Communication to Diverse Audiences Literary Author Analysis Informative Text Application Senior DGuideense Portfolio	Generations/Innovation Studios b. The learner has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP program team . c. The learner has satisfactorily attended high school, participated in the instruction under his or her IEP, and has met the objectives of the statement of transition services.
Mathematics	2 years (20 credits) * Algebra 1 or Integrated Math 1 required	c. 3 years (30 credits) * Algebra 1 or Integrated Math I * Geometry or Integrated Math II * Algebra 2 or Integrated Math III	Mathematical Engineering Geometric Reasoning Financial Literacy Data Interpretation Through Design Process Mathematical Reasoning and Application	
Science	2 years (20 credits) * one year of biology with lab component; and one year of physical science with lab component	d. 2 years/3 years recommended (20 credits) * one year of biology with lab component; and one year of physical science with lab component	Scientific Analysis and Investigation Scientific Experimentation Applied Digital Technologies Divergent Thinking	
World Language	1 year (10 credits) **World Language* ** sequential course 1A/1B*	e. 2 years/3 years recommended (20 credits) ** sequential course 1A/1B*	Multiple Language Proficiency Diverse Cultural Perspectives	
Visual and Performing Arts	1 year (10 credits) **visual or performing arts* ** sequential course 1A/1B*	f. 1 years (10 credits) ** sequential course 1A/1B*	Innovative Prototyping Self Expression Through A Variety of Mediums Artistic Connections Through Cultural Context	
Electives	(60 credits) * Health (5 credits) * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) *Advisory (20 credits) *General Electives (15 credits)	(80 credits) g. College Approved Elective from a-f (10 credits) * Health (5 credits) * Service Learning (5 credits) * Human Development (5 credits) * Senior Internship (10 credits) *Advisory (20 credits) *General Electives (25 credits)	Healthy Relationships Internship with Community Business Lead Through Influential Work Intrapersonal/Interpersonal Understanding Authentic Problem Solving Social Networking Goal Setting & Action Steps Purpose & Belonging Mindfulness RGuidelection Process/Growth Mindset Self Advocacy	

	180 Credits required for graduation	**230 Credits required** **11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)*		

CAREER CONNECTED LEARNING/ CAREER AND TECHNICAL EDUCATION

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirement through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 2-3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, extra curricular opportunities, and work-based learning and internship experiences through each course in thE pathway.

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

HIGH SCHOOL ADVISEMENT

School Counselor

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

College and Career Planning Tools

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

- **Scoir:** Scoir is a college search and exploration tool which allows learners to find and connect

with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.

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

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

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts

- **PSA/Private**: Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.
- **Requests**: Transcript requests (unofficial and official) can be made on the website under the Contact section.
- **College Course Credits**: Learners must request official transcripts from the college for final grade assignments when they participate in concurrent enrollment. High school credit will not be awarded for a community college course until an official transcript is received.

Course Load

Learners must be enrolled in at least four courses per semester. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester. Any learner who wants to graduate early must submit a request to their counselor and director for review and approval.

Summer Course Load

Learners may be enrolled in up to two courses (10 credits) during the summer session. Courses should be approved by a High School counselor. This includes online, community college and in person courses. Summer School is currently offered for the purpose of credit recovery.

Honors Courses

Honors courses will be offered and accessible to all learners and are assigned weighted grades. For UC A-G credit, honors-level courses are specialized, advanced courses designed for 10th, 11th or 12th-graders who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as “honors” are not eligible for the UC honors designation.

Add/Drop Deadlines

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

DEADLINES		
	Fall 2024	Spring 2024
Drop without a “W”	3 days from course start	3 days from course start
Drop with a “W”	Recommended no later than 3 weeks prior to the end of the semester	Recommended no later than 3 weeks prior to the end of the semester

Incomplete Grade

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

Course Extensions

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

Math Placement

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

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

Academic Honesty

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

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed

appropriate by the Guide and/or School Director or designee to help support growth and prevention of future plagiarism activity.

Grading Scale

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

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

Grade Appeals

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

Off-campus Lunch

The governing board of Empower Generations pursuant to Education Code 44808.5, has decided to permit the students enrolled at Empower Generations to leave the school grounds during the lunch period. Neither the school nor any officer or employee thereof shall be liable for the conduct nor has safety of any pupil during such time as the pupil left the school grounds pursuant to this section.

Work Permits

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

Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory

school attendance and academic performance. To request permission, download the DLSE-277 form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to the School Director. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy.

High Schoolers Age 18+ College Course Credits

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

High Schoolers Age 18+ Privacy Policy

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

Educational Rights for Adult Learners

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

Cal Grant Program - EC 69432.9

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

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

Federal Student Aid - EC 51225.8

Under state law, schools are to ensure that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and learner personal information will be protected according to state and federal privacy laws and regulations. Learner lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the learners' ability to graduate. This information will be communicated to families via email by the School Counselor.

Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact the School Counselor at shirelle.gonzales@empowergenerations.org for more information on services and policies related to homeless education rights.

California High School Proficiency Exam

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

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

Educational Equity: Immigration and Citizenship Status

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

California College Guidance Initiative - EC 60900.5

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been

underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for purposes of admissions and academic placement.

COLLEGE TESTING

To learn more about college admissions testing requirements, visit www2.calstate.edu/apply, fairtest.org, or admission.universityofcalifornia.edu/.

College Entrance Examination Board (CEEB) Code: 050192

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

PSAT

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

SAT vs ACT

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

College Board

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

CLEP

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

college admissions handbook prior to pursuing this option.

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

Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact info@empowergeneration.org to be forwarded to the Education Specialist.

COLLEGE CREDIT COURSES

College credit courses are a popular option for learners on both the A-G and customized paths. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College classes do not count towards the learners full time enrollment at the school, but can count as high school credit toward graduation.

Registering for College Courses

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

Credit Evaluation

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

Grade Evaluations

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

Transcripts

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

- Please request e-transcripts be sent directly to: shirelle.gonzales@empowergenerations.org.
- For paper transcripts, please have the college forward official sealed transcripts to the Empower Generations address upon course completion each semester:
  44236 10th Street West, Ste 105
  Lancaster, CA 93534

HIGH SCHOOL ACTIVITIES

Service Projects

Empower Generations periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact info@empowergenerations.org.

Senior Internships

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

Clubs

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

Graduation

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

SECTION 8:

POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

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

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact info@empowergenerations.org.

ATTIRE

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

BULLYING

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

CHILD ABUSE AND NEGLECT REPORTING

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

CIVILITY ON SCHOOL GROUNDS

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

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

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

COMPLAINT PROCEDURE

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

CUSTODY ISSUES AND EDUCATIONAL RIGHTS

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or legal divorce papers specifically indicate limitations on visitation or educational rights. This paperwork must be on file with the school. Unless the parent/guardian provides court documentation stating that the other parent/guardian does not have educational rights

or access to school records, both parents/guardians will have access to educational records. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

DIRECTORY INFORMATION

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

DISEASE PREVENTION STRATEGIES

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

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

DRUG AND ALCOHOL/TOBACCO PREVENTION

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

EDUCATIONAL RIGHTS FOR ADULT LEARNERS

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

ELECTRONIC LISTENING OR RECORDING DEVICE

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

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

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

Learner Medication Assistance

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

Confidentiality of Medical Information Act

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

Emergency Treatment for Anaphylaxis

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

Emergency Medical Care: Epinephrine Auto-Injectors

EC 49414 requires schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program.

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Health Care Coverage:

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Immunizations

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

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

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

Immunizations: HPV: Cancer Prevention

Empower Generations believes in the health and safety of every learner. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

Menstrual Products

Empower Generations supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

Physical Examination

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

Pupil Safety: Parental Notification: Synthetic Drugs

Our school is committed to the safety of all our learners. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a learner's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

Medical or Hospital Service

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

EMERGENCY PROCEDURES

Emergency drills (such as earthquake and fire drills), are conducted during the school year at the Empower Generations learning studio. If an emergency occurs during regular school hours, learners will be directed by instructors to follow emergency procedures for the specific event. If an emergency

occurs when the learners are at an offsite Empower Generations event, learners will be directed to the supervising facilitator, parent/guardian volunteer or other school staff member.

If an emergency extends beyond the end of the school day at the learning studio, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade. Parents/guardians can not leave the premises without signing out the learner.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):

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

FIELD STUDIES

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

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

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

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

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: shirelle.gonzales@empowergenerations.org for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

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

GUN-FREE SCHOOL ZONE ACT

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

GUN SAFETY

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

HARM OR DESTRUCTION OF ANIMALS

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

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

LCFF and LCAP

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

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

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

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

NON DISCRIMINATION

Empower Generations is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, the guidebook will be updated. Please contact by phone at 661-429-3264 or email at roselia.calderon@empowergenerations.org if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp

PESTICIDE USE

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

PROPERTY DAMAGE

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

PUPIL FEES

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

SAFE PLACE TO LEARN ACT

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at Empower Generations, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. This plan is available upon request from the school office.

SERVICES TO DISABLED PUPILS

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

Child Find System

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

Instruction for Pupils with Temporary Disabilities

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

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.
It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.
A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.
An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

SEXUAL HARASSMENT

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

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 661-429-3264.

STUDENT RECORDS

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

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

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

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

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

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

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

SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private

school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

SURVEYS

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

TITLE IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Shirelle Gonzales, School Counselor, 44236 10th Street West. Suite 105, Lancaster, CA 93534, shirelle.gonzales@empowergenerations.org, 661-429-3264.

WILLIAMS COMPLAINT POLICY & PROCEDURES

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no Guide vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at Uniform Complaint Form. Parents/Guardians, learners, Guides or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9:
COMMUNICATION
COMMUNICATION METHODS

WEBSITE

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

MONDAY MESSAGE

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

SOCIAL MEDIA

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

PHONE/TEXT

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

To update your information, email: roselia.calderon@empowergenerations.org.

SECTION 10:

FAMILIES AND EMPOWER GENERATIONS WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

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

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

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

EXAMPLES OF FAMILY VOLUNTEER WORK

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

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

VISITORS/OBSERVATION PROCEDURES

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

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

TRADITIONS

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

- Multicultural Feast (Fall)
- Annual Family Giving Celebration (Winter)
- Spring School Community Event (Spring)

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

SECTION 11:
GOVERNANCE

HISTORY

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

SCHOOL GOVERNANCE

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

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

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

Governing board meetings are open to the public and generally regularly on the campus of Empower Generations. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office. As a parent, you have a right to participate in open meetings with the school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

SECTION 12:
NOTIFICATIONS

TITLE I

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

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

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

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